California

Partnership

Academies

2000 - 2001

Annual Reports

Selected Best Practices

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# Business/Community Partnerships

## Bakersfield HS, Kern UHSD

*Career Ed Opportunity (CEO Academy) [0451]*

Kathleen Hill
661-324-9841

A **Business/Community Partnerships** *Best Practice*

Our academy has been adopted by the Kern County Department of Human Services.  Not only do we take our students to their site for job shadowing and mentorships, but we are also invited to attend trainings that they offer their employees in a variety of areas, such as civil rights, chemical abuse, anger management, etc.  Their staff development trainers will also come to our school site to bring specific trainings to our students.

## California HS, Whittier UHSD

*Business Academy [0454]*

Mrs. Linda Behr
562-698-8121 x 3013

A **Business/Community Partnerships** *Best Practice*

Each year our Academy students participate in a job shadow experience.  During their 10th grade year students participate in a one-day job shadow opportunity with their parents.  Students are required to write a paper in their English class describing this experience.  The employer is also asked to evaluate the Academy student's performance and dress during their job shadow.  The 11th grade year required a two-day office job shadow experience.  Ideally students are placed with their Mentor for this component.  Once again, the student is evaluated on their performance in the workplace.  The 12th grade opportunity becomes their internship, which is coordinated with their Senior Project.

# Crenshaw Learn Charter HS, Los Angeles USD

*New Media Academy [0438]*

George Tucker
323-296-5370

A **Business/Community Partnerships** *Best Practice*

The Media Academy Partnership Program (M.A.P.) was initiated this school year.  M.A.P. is a collaboration of businesses, non-profit organizations and post secondary institutions that have come together in a joint effort to provide mentors, scholarships, after school workshops, internships, field trips and speakers for the students in our New Media Academy.

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# Hiram W. Johnson HS, Sacramento City USD

*Criminal Justice & Community Svs. Acad. [0084]*

James Anderson
916-277-6560

A **Business/Community Partnerships** *Best Practice*

Our academy has a full time police officer that is assigned to the academy.  His full salary is paid by the business partner (Sacramento Police Department) as the in kind match.  The police officer assists the lead teacher in the academy on day-to-day instruction in the areas of law enforcement.  Our students/cadets participate in a physical fitness program that is structured around the physical requirements to qualify for a position as a peace officer.  This includes practicing on the Sacramento Police Department obstacle course, first aid/C.P.R. courses, arrest procedures, and general physical fitness.

In addition to the partnership with the Sacramento Police Department, we are developing partnerships with several attorneys in the Sacramento area including the Sacramento City Attorneys office.  We are also in the process of expanding our partnership base to different facets of the criminal justice and legal systems.

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# Kern Valley HS, Kern UHSD

*ECHO Academy [0096]*

Tom Cormack
760-379-2611 x 65

A **Business/Community Partnerships** *Best Practice*

Our Academy has a superior relationship with the local Cerro Coso  Community College Extension.  Our students take classes that have been adapted by the college to meet their scheduling needs:  NNA, EMT, and Medical Terms.  In addition, they allow our students to take several health related classes during the evening (Medical Assistant, Receptionist, Billing and Accounting and Back Office Clinical).  They receive both college credit and high school credit for these classes.

We also hired two part-time career techs, to take care of the paperwork.  Such as filling out, printing and collecting permission slips, keeping files of student's ECHO activities, typing reports, thank you letters, etc.  They make appointments for speakers who are experts in various occupations in the medical field, they plan field trips, make job shadowing arrangements, plan conference participation and college tours.  They have a solid working relationship with our business partners and parents.  This has proven to be worthwhile, in that it minimizes the time our teachers spend on paperwork and is truly cost effective. In addition our career technicians are free to take small groups of students on field trips, thus maximizing student opportunity.

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# Laguna Creek HS, Elk Grove USD

*Manufacturing Production Tech. Academy [0100]*

Bill Giovannetti
916-683-1339 x 6823

A **Business/Community Partnerships** *Best Practice*

MPTA grades 10-12 present at an Action-Based Project Night.  Each grade level year has a theme and the students present their manufactured products to a live audience of business leaders,  parents, teachers and their mentors.  This Action-Based Projects night takes place the last week in the term on a Wednesday night from 6-10 PM.  All students in the MPTA participate which allows them to make connections with other business' in the area and allows the community to take part in the evaluation process.

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# Manual Arts HS, Los Angeles USD

*Inner City Graphic Communications Acad. [0111]*

John Santos
323-232-1121 x 3192

A **Business/Community Partnerships** *Best Practice*

"Giving Benefactors a Return on Their Investment"

Since we first implemented the academy at Manual Arts High School, we have done our best to take an entrepreneurial approach toward its development.  By doing so we have been able to achieve a better than average level of success.  We have achieved this by approaching the structure of the academy as one might a business.  In the business world you don't get something for nothing.  A product's use, cost and value play a role in a business' success or failure.  Our approach has always been one of showing what we can achieve with what we have, and our potential to do more with better materials and equipment.  The Printing Industries Association, as well as companies such as Xerox, Heidelberg, Grans Ink, Kelly Paper, Colorgraphics, and the Craftsmens Club have seen the value of this approach and have supported us with financing, discounts, materials, speakers and mentors.

We have done our best to stick to our goals and publish our results on a yearly basis to make our industry aware of what we are doing and plan to do.  We make it a point of being involved in every activity possible sponsored by our benefactors.   Donations, discounts, etc. are not based on one-time gifts but on relationships that have been built upon by increasing our level of success.  Anyone can go out and request support from a company and possibly receive that support for a while, but we have developed relationships that have proved beneficial to both ourselves and our benefactors.

Every company looks for what is known as "ROI" Return on Investment.  We do our best to give our benefactors just that.  We have benefited greatly from the investments organizations and companies have made in us.  The return on their investment has been the development of lessons using their equipment in an educational environment, where they can come and pick up samples of students work, as well as teachers lesson plans derived from the use of the new technology.  Before we approach a possible benefactor, the first thing we have to ask ourselves is, "What are they going to get out of this relationship?"  As you can see the key word is relationship, not "what are they getting out of donating something to us?"  Through our efforts we have achieved much, and established many enduring relationships.  We have established a reputation of following through on what we promise, as well as giving back to those who support us.

Every year for the past three years, we have shown our gratitude toward the support we receive from the California Partnership Academy by printing at least one of the documents used at the conference.  By doing so we utilize the equipment provided to us by various vendors and recognize the use to that equipment in the materials we print.  Our relationships with our benefactors, the value and knowledge that they have provided our academy, has made us the only graphic communications academy in the state of California recognized by the Printing Industries Association and the International Association of Printing House Craftsmen.  We are also the winners of the 2001 Academic and Technical Decathlon.  For these achievements we are very proud.

# Milpitas HS, Milpitas USD

*Engineering & Technology Academy [0431]*

David Ivanetich
408-942-2781

A **Business/Community Partnerships** *Best Practice*

The support and involvement of our Advisory Board members was a great success in the implementation of our Academy.  Through grants (Sun Microsystems:  $100,000 and Intel: $25,000) and donations (LSI Logic $47500 and Amax Computers: $1,500) we were able to purchase curriculum and equipment for our academy laboratory.  Their support at our Silent Auction fundraiser enabled us to establish a senior Scholarship Fund and cover some cost for student field trips.

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# Monterey HS, Monterey Peninsula USD

*Art Careers Academy [0118]*

Janell Burke
661-665-2800

A **Business/Community Partnerships** *Best Practice*

MASH has a large number of business partners for student job shadowing experiences.  Students are paired with professionals in their chosen career field.  Students visit facilities for two-three hours per day for eight consecutive weeks during the fall and spring semester. Student surveys indicate that the job shadowing experience is the most memorable part of their high school career.

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# Narbonne (Nathaniel) HS, Los Angeles USD

*Human Services Academy [0126]*

Gustavo Loera
213-413-1130 x 120

A **Business/Community Partnerships** *Best Practice*

Our Best Practice this year centers on the emphasis we place in attaining a college education. Through our 'College: Making it happen' series of workshops, parents and students learn about Admissions processes, how to apply for financial aid, the California College and University system (Community College, California State University, University of California, and private/independent schools), and what to expect from college life.  We have found great success in cultivating relationships with the local Universities and Community Colleges.  In addition to arranging visits and tours of local campuses, Universities send speakers to our classroom to address the application and financial aid process.  In addition, college students come to the classroom to participate in discussions about college life.  We also currently partner with local Community Colleges in offering community college classes to our Academy students as early as their tenth grade year.  This program, which brings college to the high school, has proved invaluable insofar as helping raise students' grade point averages, bolstering their belief that they can be successful in college and increasing their chances of acceptance to a four-year college/university.

# Oakland Technical HS, Oakland USD

*Health & Biotechnology Academy [0139]*

David DeLeeuw
510-879-2663

A **Business/Community Partnerships** *Best Practice*

Our Health Academy has worked for several years with the Summit Hospital Parish Ministries program to support community blood pressure and diabetes screenings.  The Parish Ministries program sets up screening days at local churches.  Volunteer nurses and doctors do the screening at each site.  Our students sign up, two to a site, and assist with paperwork and talking to parishioners being screened.  Our students have a chance to be useful, to interact with health professionals, and to think about issues in community health.

Over the three years we have participated in these screenings, we have formalized our process.  We hold a lunchtime meeting to orient our volunteers.  Hospital staff brief them on the reasons for testing and the procedures and paperwork.  Then they sign up for specific churches or other sites, hopefully one near where they live, or to which they already have a connection.  A month or so later, Parish Ministries and hospital staff come to another lunchtime meeting and the volunteers are presented with certificates.

Community health organizations sponsor various screening projects in most communities.  Some may not be receptive at first, seeing high school students as a task rather than an asset.  Get reliable individual students to sign up as volunteers--once those running the screenings realize this could mean facilitated access to useful volunteers who will be welcomed in the community, their interest in working with you will increase.

# Rio Vista HS, River Delta USD

*Small Business Entrepreneurship [0164]*

Dennis Wallin
707-374-6336

A **Business/Community Partnerships** *Best Practice*

The annual Career Fair involved the entire school which keeps the interest level high.  It is co-hosted by the advisory members and the Rotary Club.  In addition, we ask alumni to come back and participate in the event.  Students really enjoy speaking with the graduates as they admire them and have a common thread with them.  Teachers prepare in advance to create lesson plans and assignments that promote a "Dress for Success" and "School to Work" atmosphere.  The event is designed to appear as though students were attending a convention.  We have over 65 companies and individuals who participate annually to inform students about various careers.  We hope to expand the Career Fair to a College and Career Fair for the 2001-02 school year.

The Home Economics Academy has created and maintained a student-run restaurant on campus to serve staff and students on a regular basis.  Students are required to plan a menu, budget costs, advertise the meal and prepare, serve and clean-up on the day of the restaurant.  Teachers enjoy the restaurant as it allows them to have a warm meal on campus created by students. Students are extremely proud of their products and enjoy serving fellow students and staff.

We are challenged to keep our school-run business including the restaurant, student store, Rio Grow, and Recycling Center, going with the students.  We are also challenged by the incredible amount of time it takes to operate them year round.  We have involved community members as partners in operation, especially during the summer months.  We regularly hire students to work the businesses and extra-curricular clubs on campus to participate in maintaining the businesses.  All our school businesses generate profit.

# Stockdale HS, Kern UHSD

*Medical Academy Stockdale High (MASH) [0187]*

Janell Burke
661-665-2800

A **Business/Community Partnerships** *Best Practice*

MASH has a large number of business partners for student job shadowing experiences.  Students are paired with professionals in their chosen career field.  Students visit facilities for two-three hours per day for eight consecutive weeks during the fall and spring semester. Student surveys indicate that the job shadowing experience is the most memorable part of their high school career.

# Oakland HS, Oakland USD

*Visual Arts Academy [0136]*

Wanda J. Scott-Broussard
510-879-3040 x322

A **Business/Community Partnerships & Curriculum** *Best Practice*

One of our "Best Practices" is integrated curricula.  We have been able to make the curricula effective with our very fruitful partnership with the Oakland Museum of California.  For the past five years our students have had two professional shows annually.  The staff has worked closely with us, trained our students and taught them about the museum curatorial industry.  An example of this practice is best seen in the annual Oakland Museum's VAAMP artist's Botanical and Zoological Illustration Show.  The widely acclaimed exhibition is a student hung and produced show as a response to the Oakland Museum's  professional show, generally occurring in January.

In anticipation and preparation for the quality of skills needed by students to produce this show, this PBL curricula includes drawing sessions on field trips to the Monterey Bay Aquarium and to the National History Section of the Oakland Museum.  Biology becomes less threatening when specimens are handled, manipulated and drawn in art classes.  The museum provides renown artists to lead demonstrations, lectures and workshops, thereby validating scientific illustration as a viable career field.  The museum staff actively provides job-shadowing tours, interviews about their work, and critique the students' work one-on-one for the show.  Students have been provided a real-life view of various careers within the arts through internships and apprenticeships at Oakland Museum of California.  The curriculum of several disciplines are designed around themes at the museum and  provide a full circle of real-life experiences for the students.

# Curriculum

## Berkeley HS, Berkeley USD

*Computer Academy @ Berkeley High School [0019]*

Flora Russ
510-849-2176

A **Curriculum** *Best Practice*

The Scapegoat and the "American Dream"
A Study on the Damaging Power of Scapegoating in American Literature and Society
The curriculum presented to students taking this course was part of a thematic unit that introduces the theme of scapegoating in the texts they read throughout the year.  In addition to the typical assignments required in an American Literature course such as analytical writing and reflective essay writing, students were also required to participate in the creation of a thematic web page near the end of the school year.  This web page examined the theme (not only in the literature studies throughout the year but also in real life examples from American society) and assessed the ways in which active involvement in society could be of use in the struggle against this detrimental cycle.

The students  began the year by looking at the following questions:

What is scapegoating?
What examples of scapegoating in modern day can you name?
How might the climate of distrust around youth be connected to scapegoating?
Is it possible for people to attain power without stepping on other people?
Why does this injustice still occur so often?

After studying the etymology of the word, "scrapegoat", the first piece of literature examined in the class came from the Bible chapter (Leviticus 16) which deals with the scapegoat sacrifice/Yom Kippur ritual.  The students then read Shirley Jackson's short story, "The Lottery," (as part of short story unit) and compared the incident depicted in that story to the Bible passage.  After participating in other critical reading activities such as examining the author's use of setting and irony in that story, the students moved on to study Arthur Miller's play The Crucible.  Activities in the study of this play included group jigsaws around the McCarthy hearings (the historical event that prompted Miller to write the play). Internet scavenger hunts around the Salem Witch Trials (the historical event that is the subject of the play), and role playing about issues concerning Proposition 21 (a controversial initiative considered to be anti youth by many observers). Students also evaluated the film adaptation of the play as well as the films Guilty of Suspicion and the 1950 Hollywood blacklist and Obedience, a documentary about the classic conformity experiment conducted by Stanley Milgram.  The students were required to write an analytical essay about The Crucible at the end of the unit.

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# Berkeley HS, Berkeley USD

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From there the students moved on to the novel "A Lesson Before Dying" by Ernest J. Gaines. Simultaneously, they studied the criminal justice system in their American Government class, meeting with former inmates from Louisiana's Angola Prison and lobbying the State Legislature about issues concerning the juvenile justice system, among others. They were asked to reflect upon these experiences in connection with the text (a fictional account of a wrongly convicted black prisoner on death row in 1940's Louisiana) and were then required to write a reflective essay after completing the unit.

At this point, the students began studying poetry through our partnership with the University of California's Poetry for the People program. This program taught techniques of poetry writing, facilitated poetry writing workshops and peer revision groups, as well as a spoken-word performance at the end of the unit. The U.C. student facilitators expanded on the theme of scapegoating by examining its presence in the poetry our students read and wrote. The students published their poetry in a chapbook entitled RealTalk 2001: Our World Unveiled.

 The last text covered in the class was Toni Morrison's "The Bluest Eye". This novel's study called for an analysis of the connection between racism and scapegoating, and led the class into an intense dialogue about internalized racism. The culmination of the unit was an in-depth analytical essay examining these themes. Throughout the year, the students also participated in an ongoing service-learning literacy project with elementary school students.

To begin their final web page project, the students first brainstormed a list of people and groups that had experienced scapegoating; individual students then chose which person or group on the list they would most like to research. Students were also given the opportunity to choose which of the six units covered during the year they would like to focus on in a group planning/gathering process. During the process of individual research, expository writing and group planning, the students were given six full in-class "web days" in which they alternated between their individual and group research and planning. The next several weeks involved word-processing their projects onto the network using the mobile laptop lab and then uploading the projects onto the site. The actual web design process was overseen by a committee of students who had gained experience through their coursework at Berkeley High School as well as their work with a Computer Academy business partner in the community. The final phase took place during their two-hour final examination period wherein each student navigated the class through the site to present his/her individual society project as well as his/her piece of the group literature project (again, using the mobile laptop lab).

This project, in terms of student engagement and overall achievement, was extraordinarily successful. Approximately 30% of the students who ultimately passed the course were failing prior to beginning the project. This level of achievement is likely due to engagement through the use of technology, obtaining technological expertise in which the students see clear, "real world" application and student investment in publishing material for the public domain.

# C.K. McClatchy HS, Sacramento City USD

*Fire Science Academy [0022]*

Tom Eustis
916-264-4498

A **Curriculum** *Best Practice*

The Incident Command System (ICS) is used as an organizational framework for academy activities, events, and functions. ICS is a management system of procedures for controlling personnel, facilities, equipment, and communications so that different functional squads within the academy can work together toward a common goal in an effective and efficient manner. Students gain an appreciation for the principles of ICS, which are: 1. Unity of Command, 2. Span of Control, 3. Division of Labor, and 4. Discipline. Students work in four major functional areas: Operations, logistics, planning, and finance/administration. ICS has been of great value in accomplishing project-based work.

# California HS, Whittier UHSD

*Architecture and Engineering Academy [0457]*

Michelle Munro-Almeida
562-698-8121 x 3327

A **Curriculum** *Best Practice*

We have developed integrated curriculum projects for our junior and sophomore students that address our school benchmarks and involve Social Studies, English, and Drafting. At the sophomore level students research a world landmark and write a 3-5 page research paper about the landmark and its architectural significance and place in history. They must also present their findings to the class in a formal presentation using a visual aid as well as a model of the landmark. The paper and research are done through the English and Social Studies class while students learn how to use their research to design and create a model in their drafting class.

At the junior level, students use the skills they have learned to do a similar project on an American Landmark. This paper is 5-7 pages and the presentation is 7-10 minutes. Students also make a model for this project. This project builds on the skills they learned during their sophomore year but challenges them to do a more indepth study and paper as well as a higher quality model.

We have found these projects to be quite successful. The quality of the student's work improves each year, and students enjoy completing the project. It is also great preparation for senior projects. Our students are very prepared for a lengthy presentation by the time they reach their senior year.

# California HS, Whittier UHSD

*Hospitality House Academy [0023]*

Frances Garcia-Grindel
562-698-8121 x 3184

A **Curriculum** *Best Practice*

An example of integrated curriculum for Hospitality House Academy can be seen in the annual Taste Fair that takes place at spring time in the California High School small gym.  The sophomore class and the first year culinary class, presents this event to the California High School community, parents and partners of Hospitality House Academy.  The Culinary 1 class is grouped into different countries that have been studied in their respective World Civilization History class.  In partnership with History, English, and Math curriculum the students research the recipes, food practices and food history of the different countries.  The students write a paper about the country they have researched, their cooking and serving experience using the English standards for writing.  The students are also required to cost out their recipe with the assistance of the math instructor.  They learn the recipes, taste test them, present them and speak to the guests about the food experience.  The students show pride and ownership in their presentation and learn the invaluable lessons of teamwork, time management, planning and communication.

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# Casa Roble Fundamental HS, San Juan USD

*Engineering Academy [0028]*

Fred Lamora
916-971-5408

A **Curriculum** *Best Practice*

The Casa Roble Engineering and Technology Academy is a situated learning community of practice with technical concentration in networking,  computer repair and maintenance and web design.  First year students are introduced to technology through an introduction to web design. In combination with curriculum provided by Adobe Systems through the Cisco Network Academy, students take ownership of the Casa Roble school web site and an original online school weekly magazine. An overall Web Master is designated along with individual site leaders.  With limited direct supervision from the instructor, the students design, develop, and publish on-line their respective assignments.  The process is authentic, requires cooperation in a community setting and produces a measurable authentic result.  Second and third year students provide counseling and guidance toward the objective and the teacher acts as a consultant to the projects. The current publication can be found at www.casaroble.org/schools.casaroble.

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# Century HS, Santa Ana USD

*Education Academy [0434]*

Janice Hooper
714-568-7054

A **Curriculum** *Best Practice*

We have worked and created a number of integrated projects for our Education Academy students.  These projects have all involved educational themes or skills needed by educators.  The integration centers around the career technical class, and involves the application of skills learned there to act as tools to integrate assignments throughout their three core classes.   Some examples included in the Education Academy are poems about teaching created in both Spanish and English.  A project about their reflection on the first day of school as a kindergartner involved the scanning of their own kindergarten pictures into their report plus a Hyperstudio team project reflecting on reading Joy Luck Club from their English literature class.

# East Bakersfield HS, Kern UHSD

*Multimedia Academy [0045]*

Al N. Gaines
661-871-7221 x 72066

A **Curriculum** *Best Practice*

Perhaps our best idea is the practice of simultaneous Computer Graphics classes.  Both Sophomore classes are taught at the same time in different labs, and both Junior classes are also taught at the same time in different labs.  This lends itself to greater collegiality among the staff as well as the students.  Core teachers can homogeneously group students in their classes who are from both of the Computer Graphics classes.  In this way, different skill sets can be utilized on group assignments.  It also gives the Academy at least one period to use to schedule meetings with the entire grade level without disrupting the core curriculum.  This has been a great asset when scheduling guest speakers as well as when we need to address all the Sophomores or Juniors separate from the rest of the Academy.

# East Bakersfield HS, Kern UHSD

*Health Careers Academy [0044]*

Dianna Anderson
661-872-5731

A **Curriculum** *Best Practice*

Our senior projects are improving with each new group of students.  One group of students worked with the Health Department on the Baby Track Program.  This has become an on-going project.  This year, they contacted hundreds of parents to make sure their children are up to date in their immunizations.  Kern County's infant immunizations have improved by over 50%.

Another senior project was a brochure on dating violence.  They students researched the problem and made an excellent brochure.  When our partners at the Kern County Health Department saw the brochure, they liked it so much that they hooked the kids up with their graphic artist.  The new brochure was so excellent that the Health Department got a grant and had 25,000 brochures printed.  The brochures are used all over the state by Health departments and schools.

Another group of seniors built a puppet stage and wrote a short play for preschoolers.  The researched health and wellness issues and child development issues, and wrote an age appropriate play about staying healthy.  Then, they performed their play for local preschool children.

Finally one last senior project was a video on domestic violence.  Two boys researched, wrote and produced video on domestic violence.  It is about 8 minutes long and is being used by the Alliance Against Family Violence, juvenile hall and other local agencies.

# Elizabeth Learning Center, Los Angeles USD

*Health Academy [0050]*

Lisa Crossley Kramer
323-560-8413

A **Curriculum** *Best Practice*

We have an overarching theme for 3 years with a sub-theme for each year.  The curriculum each year is divided into 4 semesters, each has its own theme.  The curriculum is designed for each of the core classes at each grade level.  The thematic curriculum parallels the state standards for each discipline and grade level.  Each semester has thematic interdisciplinary project that all students are required to complete.  Each project is related to the theme of that semester but also picks up a skill or two that the teachers feel is missing from the curriculum.  The first year concentrated on the self and what characteristics are important to be a functioning successful adult.  The 11th grade year focuses on the theme of society and citizenship and what it takes to be a successful as an American. The senior year focuses on preparation for the world after high school, how to fit into a global world.  Projects include research papers, reflective papers, debates, computer and multi-performance presentations.

# Foshay Learning Center, Los Angeles USD

*Health Academy [0062]*

Karel Lilly
323-735-0241

A **Curriculum** *Best Practice*

An Eleventh Grade Interdisciplinary Project for all the core classes in Civil War Medicine: We had our students read "The Red Badge of Courage" and some essential documents about nursing and medicine during the Civil War.  Then we had them go over modern emergency treatment procedures and other modern medical techniques.  They then did a comparison of past and present.  At the same time we were having the Red Cross Blood Drive which the 11th graders host, and we also brought in Clara Barton.  Each took a part in this project and the students enjoyed it and no longer took for granted modern medical practices.

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# Fremont HS, Oakland USD

*Media Academy [0066]*

Michael Jackson
510-879-1123

A **Curriculum** *Best Practice*

The Media Academy created and maintains a website, www.media-academy.net.  The site has a radio station that also supplies FM radio stations with student programming.  In 2001-2002, our award-winning newspaper, the Green & Gold, and our Teenage Magazine,  published on-line editions.  We also intend to post Quicktime video on-line.  This year we will enter student videos in many domestic and international video festivals.
The Media Academy is one of six nationally recognized sites for media communications by the National Society of Public Relations (NSPR).

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# Fremont HS, Oakland USD

*Health & Bioscience Academy [0067]*

Sandra Calvo
510-879-4110

A **Curriculum** *Best Practice*

The "Cancer Research Project" is the first major project the 10th grade students experience during their three-year program in the Health and Bioscience Academy at Fremont High School. The project serves several purposes within the academy program.  With the lab class, the Cancer Research Project introduces the students to issues, current tools and techniques used in the fields of Health and Biotechnology including patient care, treatment options, electronphoretic DNA analysis, transformation, and protein purification.  In addition, the project serves as the baseline research project that will be used to assess student improvement over the next three years.  Prior to graduation the students will be expected to complete a Senior Project that has a strong Biotechnology of Health emphasis and the Cancer Research Project is the first step in their preparation for this culminating event.

The students  receive some support on this project from their Biology teacher and study important concepts in their Biology course related to the understanding of the biological origins and understandings of cancer as "runaway mitosis." among other important concepts.  In English 2, the project introduces the students to their first extended research paper.  It introduces students to a careful and accurate way of conducting research, maintaining source and note cards, citing sources using correct MLA formats, and producing a ten page I-search paper which combines three important writing styles: creative writing, research writing (report of information writing), and reflective writing.  These components are articulated carefully and represent the three parts of the paper:

The Introduction (Creative/Descriptive Writing)
The Body of the paper (Report of Information and Research Writing which still retains creative and descriptive elements)

The Conclusion (Reflective Writing)
In the English 2 class, students are expected to increase their vocabulary skills by demonstrating competent use of vocabulary related to this topic as well as engaging in a variety of readings both fiction and non-fiction around the topic of cancer.  Students also conduct self-assessments, and keep response/reflective journals in which they respond to the print related to this topic, as well as a running self-assessments relating their progress on how their projects are coming along.

Prior to beginning the project, in the Health lab class, the students complete a family medical history and pedigree where students identify potential genetic conditions preexisting in his/her family particularly cancer.  From this point, the students are then "diagnosed" with a type of cancer based on a student interest sheet and family history.  In the English class, the students have participated in an introductory unit researching a non-cancer related topic in groups to understand the different kinds of sources available to them, the vocabulary associated with research, and to begin to understand the correct formats for citing sources as well as what constitutes plagiarism, paraphrasing,  cite facts, statistics, and how to use exact quotes to highlight a point an author has expressed particularly well.

# Fremont HS, Oakland USD

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After receiving "the diagnosis" as to which type of cancer each student will be assigned to research in  the Health and Bioscience Lab class, each student begins the process of writing a I-search paper from the perspective of a patient that has been newly diagnosed with cancer. Students are encouraged to create a character, or to write about themselves (most write the paper as fictional characters at a later stage in their lives).  The teachers in each subject area then work jointly to get students to locate both print and non-print sources, conduct research, write a well-articulated paper, participate in enrichment activities related to cancer including watching videos, interviewing a panel of both health professionals and cancer patients, and reading fiction and non-fiction accounts related to this theme.  Finally, the students are asked to put together a portfolio, which highlights this I-search paper, as well as all other aspects of this project.

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# Golden West HS, Visalia USD

*Health Careers Academy [0074]*

Nancy Hawkins
559-730-7363

A **Curriculum** *Best Practice*

At the end of each year we have a portfolio review.  Students are asked to submit 10 to 15 works of art for evaluation by faculty, business partners, parents and students.  We equally divide up teams to include a person from each group.  That team then is responsible for evaluating approximately 10 portfolios.   This is a truly rewarding experience for all involved.  The students have an opportunity to complete a professional portfolio and find pride in displaying their work. The faculty and business partners rejoice in the success of their students, and it provides a rare opportunity for all to come together to witness the fruits of their labor.

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# Golden West HS, Visalia USD

*Health Careers Academy [0074]*

Nancy Hawkins
559-730-7363

A **Curriculum** *Best Practice*

Golden West Health Careers Academy Complimentary Curriculum

Purpose:  The purpose of the curriculum calendar is to use as a tool to coordinate curriculum among all Academy classes.
Each teacher provides a year long weekly course outline for his/her course.  Each outline is then put on a weekly Academy calendar; a full page represents one 9-week quarter.  Each teacher now has a brief outline of what other Academy teachers are doing.  This is used to rearrange curriculum to compliment what other teachers are doing.  We can also question students on what is going on in other Academy classes, this is one way to let students know we work together as a team.

Each teacher is also held accountable to stay on schedule.  Calendars are continuously updated and changes noted for next year.  One truly integrated project and student portfolios are done yearly.  We call this complimentary, rather than integrated, curriculum, allowing each teacher to follow school, district and state standards for his/her course.

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# Independence HS, East Side UHSD

*Academy of Finance [0090]*

Frank Alves
408-928-9647

A **Curriculum** *Best Practice*

Every Academy of Finance classroom has access to word-processing, reference materials (off-line & on-line); and educational and enrichment software.  Students receive extensive training in MS PowerPoint and presentation skills, and they have the opportunity to use standardized testing software.
- All classrooms are networked for the sharing of resources.
- Academy technology is also enhanced by close integration with school technical resources.

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# Johansen (Peter) HS, Modesto City HSD

*Education & Child Development Academy [0448]*

Cynthia Elledge
209-576-4702 x 226

A **Curriculum** *Best Practice*

At the junior level we study discipline and punishment.  In Child Development we study the ages and stages of development and proper discipline and punishment for the different needs of children.  In English they have a congressional debate on issues dealing with punishment at the education level as well as city and state levels.  They discuss such issues as; should parents be held responsible for their child's attendance, should the three strike rule be assigned at the juvenile level as well as the adult level, should corporal punishment be brought back to the schools.  In U.S. History the students are addressing the issues of the penal code over the history of the United States.  Included in this are the issues of school discipline, punishment toward adults as well as children.  At the conclusion of our unit we take our students to Alcatraz for the culminating activity.

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# Jordan HS, Long Beach USD

*Aspirations in Medical Science Academy [0093]*

Sabrina Arney
562-423-1471 x 2214

A **Curriculum** *Best Practice*

For academies that have been together a long time, meeting together as an entire group becomes increasingly difficult.  In the early years, it seemed that we took the time to meet as often as we could.  But, as time went by, we slipped into patterns of repeating the same lessons over and over again and we didn't take the time to meet and evaluate how things were working or to plan new ideas.  We would make a quick phone call or discussion during the passing period asking where we were or how things went seemed to suffice.  However, last year and over the last summer, we realized that we needed to re-examine the AIMS curriculum and develop some new ideas and projects.  We were all getting bored of the same thing.  In addition, our district was making reading a priority and we all needed inservice on how to teach reading to high school students.  So, after some initial meetings in small groups, the entire academy team was invited to attend a Summer Curriculum Development Retreat at Dana Point.

We wanted to meet off campus for two and a half days and stay together at a local hotel.  We felt that this alone was invaluable team building time. Although many of us have been together for the past 10 years, there were a few new members on our staff and this gave them an opportunity to get to know us and about the academy.  Just having the time to talk casually over lunch and dinner about our classes and the challenges our students face was wonderful.

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# Jordan HS, Long Beach USD

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The first day and a half, we focused on individual grade level curriculum and integrated projects. We were able to decide on some new projects for the underclasses that would prepare them for Senior Projects. The senior team was able to work through some of the problems that they have encountered over the past few years and come up with some solutions and some new approaches to the challenges of Senior Project.

The second day and a half, we focused on our reading program. After attending a reading workshop, we learned that if all of us were doing a few of the same strategies over and over again, it would be more helpful to our students than a few of us trying a multitude of different strategies. We were able to agree on three strategies for the entire academy: more focus on front leading activities to engage our students in reading, use of SQ3R to hold them accountable for their academic reading, and the use of SSR (Silent Sustained Reading) to encourage independent reading.

After the retreat, everyone was much closer than we have been in years. The sense of unity and purpose has been re-established and we wondered why we hadn't done this sooner. We are planning two or three follow-up days this year so we can evaluate the effectiveness of our reading program and work through any problems that we might be having. We highly recommend that academies take the time to plan these kinds of days together. Even if many of us have common conference periods, with all the other distractions that exist at school, we don't seem to be able to focus on just academy business like we did at this retreat.

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# La Quinta HS, Desert Sands USD

*Public Service Academy [0497]*

Charlie Housewright
760-772-4150

A **Curriculum** *Best Practice*

We use specific skill competencies for Law Enforcement and Fire Prevention/Science. At the La Quinta High Public Service Academy these skills and competencies are taught in the form of specified Guest Lecturers provided by the various Public Agencies composing our Business partners. These Public Agencies provide all Instruction, Materials, and technical Support of this instruction. Technical Course teacher was pre-trained in these areas before student instruction began.

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# La Sierra HS, Alvord USD

*International Business Academy [0445]*

Melissa Foord
909-357-9235

A **Curriculum** *Best Practice*

In an attempt to integrate the study of Arthur Miller's play, The Crucible, with current business practices my students develop a business letter responding to a telegram issued by Senator McCarthy in February of 1950. This assignment connects the foundational and historical facts that are the basis for the play and California Framework requirements for business writing (2.5).

This lesson was extremely successful. Students demonstrated an improved understanding of the historical events that the play was based on and exhibited improved letter-writing skills.

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# La Sierra HS, Alvord USD

*International Business Academy [0445]*

Phyllis J. Minarein
909-357-9235

A **Curriculum** *Best Practice*

English IV Business Academy students simulated a product evaluation test which was modeled after product tests frequently seen on television. Teams were chosen, products were selected, criteria identified, and the final opinion test performed. Examples of products evaluate were:

Sierra Mist vs. Sprite
Coca Cola vs. Pepsi
Claim Jumpers vs. TGIF (BBQ ribs)
Burger King vs. Carl's Jr.

Each group reported findings to the class and each presentation included a visual aid, product survey sheets, sampling methods, and an operational log. In addition, each team wrote a business letter to the company of the most favored product. The activity culminated with smiles and satisfaction, and the experience was highlighted when Pepsi (a clear winner) responded to its group with a return letter, signature pens and tee-shirts.

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# La Sierra HS, Alvord USD

*International Business Academy [0445]*

Georgia Hawkins
909-357-9235

A **Curriculum** *Best Practice*

In an attempt to integrate Computer Literary with "Women in History" and collaborative learning, my students were given the following tasks:

1. to take lecture notes to build background knowledge of Amelia Earhart
2. to choose between handwritten notes or keys notes during the lecture process
3. to view the video Amelia Earhart
4. to respond emotionally to the video using an acrostic poem
5. to continue building knowledge through internet research on flight
6. to add appropriate graphics to the acrostic poem
7. to finish groups reported and presented their final product

This lesson was extremely successful.  Students demonstrated an improved understanding of historical events and an appreciation for the use of graphics to enhance writing skills.

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# Lodi HS, Lodi USD

*Education/Child Development Academy [0429]*

Tammy Boschee
209-331-7752 or 331-7815

A **Curriculum** *Best Practice*

This is a project that we do in our Education Academy in the junior year.  Classes include: Explorations in Education, American Literature, US History and Art of Education and Presentation, the assignment is called Twenties Talk and is an integrated project encompassing historical aspects of education,  the roaring twenties, script writing and art.

Twenties Talk
For the 2nd quarter project students are asked to put together a radio broadcast reflective of the time period the "Roaring 20's".  They are in groups of 5.  The following components need to be included their project. One interview, one skit, two commercials, one newsbreak, and an advertising poster.  Students turn in two copies of their audiocassette and a poster.

Newsbreak
The  newsbreak must include 3 news stories from the following list of options.  Prohibition, women's rights, foreign affairs, economy, and politics.  Whatever aspects chosen must be historical and informative.   The time limit for this section is 3-5 minutes.

# Lodi HS, Lodi USD

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Commercials
Commercials need to be 20 seconds to a minute each.  One will be a public service commercial that deals with educational issues of the time frame.  The other will be a product commercial.  The product must be a product that existed during that time period.  It must be informational and accurate.  Students create a slogan that is catchy and time appropriate.

Interview
The objective of this is to introduce a person from this time frame to an audience.  The person is be chosen from a list of people that has been provided.  The interview is well-researched contains a wide variety of questions that gives an all encompassing background.  Students address accomplishments and possible failures  to portray a good backgound of that person. Time length should be 2-5 minutes.

Skit
The skit should be some kind of soap opera, or mystery.  It should be well rehearsed with no dead time.  It needs to have a logical plot, and should be a one-act play with 2-3 scenes.  Dialogue needs to be reflective of the time.  The plot should be entertaining and well developed.  Students should include sound effects.  Finally it should include characters that grasp the audience's attention.  Time frame should be 15-18 minutes.

Poster
The poster should be an advertisement for the skit.  It should be colorful and should reflect dress, architecture, design style, lettering styles and colors of the time period.  Size should be maximum 35" x 35", minimum 35x18.

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# Milpitas HS, Milpitas USD

*Hospitality, Travel & Tourism Academy [0453]*

Pamela Fuqua
408-945-5553

A **Curriculum** *Best Practice*

Integrated curriculum for 11th grade Academy of Hospitality Travel & Tourism students;

Students study the Depression Era and all academy classes are integrating this unit.  In U.S. History, students study the era.  While in English class they read John Steinbeck's Cannery Row.  In Math, they study the stock market.  The career technical class in Sales & Marketing students create a Travel Brochure with historical sites for Salinas/Monterey - the setting for Steinbeck's novel.  At the end of the unit students take a field trip to the Steinbeck Museum in Salinas and then tour Cannery Row in Monterey.

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# Mojave HS, Mojave USD

*Hospitality/Travel Academy [0496]*

Brenda Ball
661-824-4088

A **Curriculum** *Best Practice*

The Mojave High School's Hospitality/Travel Academy's best practice was to create a life-like representation of the community through gingerbread "buildings."  Since our academy is based on Hospitatility, we thought it would be neat to recreate the many businesses (who are also partners) in our community using food.  The students were asked to contribute a design for a gingerbread building depicting the community at work.  The students also made gingerbread replicas of the types of equipment and people that are part of keeping the community running.  We displayed the gingerbread community at an Advisory Committee meeting for the business partners to see.

# Mt. Whitney HS, Visalia USD

*Agri-Business Academy [0123]*

Jim Costa
559-730-7602

A **Curriculum** *Best Practice*

Our Academy holds a Holocause Mock-Trial.  In this excerise roles are written for the students to play.  The roles are as follows:  Judges (6), Prosecution Lawyers (3), Defense Lawyers (3), Prosecution Witnesses (5), Defense Witnesses (6), Bailiff (1), Newspaper Reporters--The rest of the class.

One to two days are spent in preparing the students for their roles. We show either Schindler's List or The Diary of Anne Frank to get the students acquainted with the subject.  Also, the Internet has some wonderful sites dealing with the Holocaust.  Each student is given a role sheet explaining what his/her role is and how to perform.  The trial itself should last anywhere from 5 to 7 days.

Each student takes notes on how the trial is progressing.  At the end of the simulation, each student writes an essay answering the following questions:

"Who is responsible for genocide?  Is there a time when soldiers should not follow orders. If so, when?

"What can be done to stop any future genocide?"

# North (John W.) HS, Riverside USD

*Legal & Protective Services Academy [0130]*

Christine Roberts Lorenzi
909-788-7571

A **Curriculum** *Best Practice*

Each year we do a cross-curricular project involving all grade levels and teachers and the Riverside Police Department.  These have increased in complexity from a "simple" traffic collision which involved two vehicles to a homicide investigation and trial last year.  Each grade level is assigned a task which is suitable to their skills and knowledge of curriculum.  Seniors take the lead in investigations and on multi-grade level teams. Riverside police officers and detectives serve as consultants through project development and conclusion.  They also assist with grading on-site procedures and performance, as well as with final reports or trials.

# Palm Springs HS, Palm Springs USD

*Money, Marketing & Manag. Acad. [0144]*

Diane Ayala
760-778-0400

A **Curriculum** *Best Practice*

The computer technology classes create multimedia assignments and projects to make presentations in their Academy English, history, civics/econ and math classes.  Each Academy career and academic teacher has a laptop computer and LCD projector in their classroom for students to share these multimedia projects.  Students use Power Point and 3-D Max/Character Studio animation software and digital equipment to create these projects.  These assignments and projects become part of each student's electronic portfolio.

# Pinole Valley HS, West Contra Costa USD

*Environmental Studies Academy [0149]*

Geoffrey Chandler
510-758-4664

A **Curriculum** *Best Practice*

Students in Environmental Science 1 and 2 keep scientific field journals.  Format is taught in English class, and students make weekly field observations during Science class.  Both the English and Science teacher read and critique the entries.  Students are encouraged to keep these journals exactly as a field scientist does.  Emphasis on careful observation (seeing), accurate writing, and "what do you actually see" sketching encourages careful work and concentration.  An Art teacher is brought in to provide basic lessons in drawing organic forms.

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# Polytechnic HS, Riverside USD

*Hospitality Careers Academy [0150]*

William Gregg
707-438-3442

A **Curriculum** *Best Practice*

A great deal of time has been spent during the past year aligning the curriculum of the technology class (Computer Information Systems) with the MOUS (Micro-Soft User Specialist) competencies.  This was done as part of the district plan to create a number of certificate programs that will lead our students to entry level jobs or advanced training.

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# Porterville HS, Porterville USD

*Home Ec. Related Occup. (HERO) Academy [0152]*

Gloria Reece
559-793-3451

A **Curriculum** *Best Practice*

Integrated Curriculum Project:  The Renaissance Faire integrated curriculum project was spearheaded by HERO Academy Social Science instructor Christen Crookshanks.  The HERO Academy, Drama Department, English Department, Mathematics Department, and Social Science Department worked together to plan and carry out all requirements of the endeavor.  The HERO Academy was involved in several aspects of the faire:

HERO II:  Creative Projects Classes (juniors)-Eighteen weeks prior to the Renaissance Faire, 47 HERO II students began the process of constructing Renaissance clothing.  Using purchased patterns and donated drapery fabric the students complete an array of styles complete with multi-layered garments, hats, hoops, eyelets and ties.  Very proud of their accomplishments, the students proudly donned their attire and paraded the streets of the faire.  Two additional requirements were to complete a computer generated research paper including pictures of period clothing, and to plan and carry out a fashion show.

HERO I:  Career Choices Class (sophomores)-The majority of the 39 students at this level altered purchased garments such as formals, large shirts, long skirts, etc.  The Drama teacher visited the HERO I classes to demonstrate to the students simple ways to modify clothing.  Creative ideas were sparked and the students designed their clothing with simplified techniques.

HERO I and the commercial Foods Class:  There were approximately 650 students who participated in the Renaissance Faire.  A mountain of food was prepared by these two classes to accommodate the hungry mouths awaiting the feast.  Simplified Renaissance recipes were researched using Internet sources.  Recipes were chosen for their appeal to the teen population.

Social Science, Drama and English departments advised the students in planning and organizing Renaissance booths and in performing skits and readings.

# River City HS, Washington USD

*Administration of Justice/Pre-Law Academy [0166]*

Gerald O'Connor
916-375-7808

A **Curriculum** *Best Practice*

Sophomores and juniors are in a Law Program that includes frequent guest speakers and field trips.  Course is taught with assistance of a West Sacramento Police Department Officer.  Senior year includes a Sacramento City College credit class taught by 2 career professionals in Law Enforcement.

# River City HS, Washington USD

*Engineering, Science & Tech. Academy [0165]*

Ron Pina
916-375-7808

A **Curriculum** *Best Practice*

River City High School articulated it's Electronics Program with Sacramento City College. Courses are now offered at River City High School for Los Rios Community College credit. Examples:  ET30, ET50, ET201, ET172, and ET173.  These courses offer a total of 13 elective units at Sacramento City College.  Also, many of the students (14-15) enroll in a CMOS Mask Design course after school for 3 more units.  Our postsecondary connections are second to none.

# San Bernardino HS, San Bernardino City USD

*Public Safety Academy [0169]*

Gregory Seaburg
909-881-8237

A **Curriculum** *Best Practice*

The Public Safety Academy at San Bernardino High School is quite unique in many different aspects.  One of these differences may be our best practice and that is the partnership that we have developed with the San Bernardino County Sheriff's Office and their Public Safety Internship Program.  Our two programs, which are inseparably linked, provide our students with a multitude of tactical training officers who teach fundamental skills within the law enforcement and fire fighting career fields.   SBHS students earn twenty-three college semester units from San Bernardino Valley College over this two-year period.  All students who qualify (by maintaining a 2.00 GPA and obtaining their junior status) will attend thirty-three Saturdays their junior year and then again their senior year.  It is this type of relationship that provides our academy students with meaningful instruction, job skills for an ever-changing job field, and motivation to pursue their goals and desires.

# San Bernardino HS, San Bernardino City USD

*Cardinal Partnership Academy [0170]*

Gregory Seaburg
909-881-8237

A **Curriculum** *Best Practice*

In the cardinal partnership academy, we have many best practices.  However, for the sake of space, we feel that our graphic arts program is very exciting for several different reasons.  Our career/technical instructor has created a curriculum that is entirely paperless.  The lectures, activities, and assignments are all completed through a sophisticated network of computers.  He may interact directly with the students or he may, through his teacher workstation, watch and interact with each student as they complete their work.  Students have been developing their own personal websites.  Several of his students have been commissioned by local businesses to create web pages to serve as an internet access point for their organizations.  In addition, our students are learning video production and post-production skills.  They are constantly working on district and school level production for a plethora of purposes.  This program is a fine example of how the California Partnership Academies provide students with "real-world" skills that can lead to a solid employment future.

Our Academy program, for the 2001-2002 school year, is undergoing some significant and positive changes.  With the aid of our progressive Principal, our staff has grown 40% and we have implemented new courses to provide positive academic and personal growth for our students.  These courses are designed to track our students' achievement and develop individualized strategies for student success.  We look forward to reporting the details of our progress in the future.

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# Santa Barbara HS, Santa Barbara HSD

*Visual Arts and Design Academy [0419]*

Kasia Stefanek
805-966-9101 x 329

A **Curriculum** *Best Practice*

Since our inception we have offered two ninth grade foundation classes, Freehand Drawing 1, 2 which are designated VADA and maintain a 25.l class ratio.  The majority of our 10th grade academy students come from these classes.  This allows students to acclimate to the high school and to determine whether the academy program is the right choice for them.  Teachers also get a chance to evaluate the appropriateness of their placement.  This class produces an excellent foundation for future VADA art classes.

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# Sonora HS, Fullerton Joint UHSD

*Medical Careers Academy [0184]*

Bob Schoner
562-905-9804

A **Curriculum** *Best Practice*

Gallery Presentation

As a culminating year-end activity, students in the first year program present a gallery of their best work to business partners, parents, teachers and other students.  Set up like an art gallery, students are expected to respond orally to a set of predetermined questions and to professionally 'exhibit' their work.  Each student must present a tri-fold display.  Their displays include assignment and project samples across the curriculum.  Each must address one or more SCANS skills. Each student must share their experience of the following:

Occupational Odyssey - Working in teams, students begin an 'odyssey' of investigation, first investigating their personal learning styles, multiple intelligence strengths and personality types, then investigating the major fields of medicine.  Comparing what they learn about themselves to what they learn about the occupations.  They meet with advisors outside of class to develop research techniques and learn about career opportunities.  Finally they present their results to the class.

Service-By-Six - Students conduct a two-phase community service project working in groups of six.  During the first phase students work in a 'jigsaw' cooperative learning style and research the immediate community assessing the volunteer opportunities and needs at all health related facilities.  Students research the Internet, make phone calls, mail out surveys and identify the structure of the health care facilities in our school community.  Guest speakers from volunteer organizations address the class.  The second step of the project is for the group of six to select one facility and conduct their community service as a team.  Projects vary each year from helping at a local nursing home to assisting the fire department wash the fire trucks!

# Sonora HS, Fullerton Joint UHSD

*Medical Careers Academy [0184]*

Bob Schoner
562-266-2004

A **Curriculum** *Best Practice*

After completion of the entry-level, students move into the Medical Careers classes, Level 1 and 2.  During these classes the following are 'highlight' activities available to the students:

Health Fair - Medical Careers Academy students conduct a school-wide health fair, checking vital signs, distributing health information, testing vision, conducting body fat analysis and modeling professional dress and behavior for the student body.  This is true authentic assessment!

Portfolio Presentation - At the end of the year each student is asked to present their portfolio to a panel of 'experts' which consists of teachers, administrators and business partners.  A rubric is used to assess this authentic performance of skills.

# Watsonville HS, Pajaro Valley USD

*Health Careers Academy [0498]*

John Speyer
831-728-6390 x708

A **Curriculum** *Best Practice*

Portfolio
We started the first year with an ESLR-based portfolio.  The students gathered assignments from all academy classes that showed they learned the various ESLR's.  For example, a student included an essay from English to show she learned how to communicate effectively, a report from the Health class to show that she was a lifelong learner, a Power Point presentation from World Civics to show that she could integrate technology, and a project from Biology to show that she learned social responsibility.  The students worked on the portfolio all year by gathering evidence and writing entry slips.   The final product was put together with cover sheets and reflective essays.  The plan is that the students will have a digital portfolio.  They will be able to leave Watsonville High School with a CAD of the work they did as Health Academy students.

# Ygnacio Valley HS, Mt. Diablo USD

*Health Science Academy [0206]*

Mrs  Janet Gower
925-685-8414

A **Curriculum** *Best Practice*

The Best Practice for the Ygnacio Valley High School Health Academy is the HOSA (Health Occupations Students of America) Program.  It is truly a wonderful organization for our students to join.  Last year we had 60 students and 4 teachers travel to Santa Clara for the State leadership Conference and Competitions.  40 of the students ended up placing in the top ten of their competitons.  Many students earned medals including students who never in their wildest dreams would think they had a chance.

The reason they had more than a chance is due to the hard work of Mrs. Janet Gower, Mrs. Stephanie Haynes, and Mr. Darin Michels.  They start preparing the students from the first day of class.  The students learn that preparing each day will give them confidence, speed, and let them do a quality job.  The students compete in the areas of biomedical debate, medical math, first aid, CPR, public speaking, career display boards, job seeking skills, and many other areas.  This allows our English, health, and science teachers to work together on curriculum and preparation through the year.  The spring conference is the testing ground where the students really test themselves on competitions in 500 other students.

It is really a great opportunity for all of the students and teachers to work together toward a common goal.

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# Porterville HS, Porterville USD

*Business Academy [0151]*

Carl Reece
559-793-3468

A **Curriculum & Business/Community Partnership** *Best Practice*

Eight PAB Sophomore students completed the Fifth Annual Central Valley High School Entrepreneur Program through CSU , Fresno.  The program has provided opportunities for high school students to learn about entrepreneurship and complete and present a business plan that is viable for a business start-up in their community.  Students master critical communication skills for the development and presentations of a viable business plan.  In addition, each student who completes the program receives one unit of college credit as an important incentive to continue their education.

Partnership Academy of Business Entrepreneurial Leadership Program
Results April 23, 2001

# Porterville HS, Porterville USD

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The Fifth Annual The Entrepreneurial  Leadership Program for students during the 2000-2001 school year:  Students participate on the campus of California University, Fresno in a series of seven workshops led by university faculty, business experts, entrepreneur students, and successful entrepreneurs in the Valley.  An eight-month series of seven one-day workshops will provide students with hands on knowledge for the development and implementation of a business plan.  Students work in teams with other students from their high school to identify a viable business idea, test the feasibility of the business idea, determine the best way for the business to compete, identity capitol, needed to start the business, and devise a plan for managing the business successfully.

The workshops in the program assist students in their entrepreneurial efforts by:

Describing the history of entrepreneurial activity in the Central Valley
Identifying characteristics of successful entrepreneurs.
Learning about business opportunities in the Central Valley
Testing the feasibility of a business idea
Assisting them in the completion of a business plan
Presenting their completed business plan
Learning from entrepreneurs the key to their success.

Porterville High School's Partnership Academy of Business had three teams participate in the Entrepreneurial Leadership Program Competition.

Team 1 (First Place=$1,000 scholarship)
Aftershock Gaming Presents, "The Van of LAN, by Jason McClung
The Van of LAN is a 40-foot long commercial bus renovated for computer gaming.  It travels around the Central Valley, holding computer labs Parties where gamers can go to play together.  This business is the first of it's kind; no one has ever attempted to give computer gamers this kind of mobility.

Team 2 (Fourth Place=$300 scholarship)
Baluba Café, by Garwai Lau, Cassandra Cook, and Laurie  Domingo
Baluba Café is a cyber café with live entertainment, computer Internet access, and specialty coffee drinks.  The unique combination of technology, entertainment, and coffee specialty cannot be found all in one location at this time in Porterville.

Team 3
Thrills, by Jann Baddo, Ofelia Ceballos, and Stephanie Vasquez
Thrills is a miniature theme park featuring waterslides, miniature golf and racers.  It will be the first amusement park in the Porterville area.  It's an exhilarating place where people of all ages could enjoy.

# Data Collection/ Assessments/Evaluation

## Gahr (Richard) HS, ABC USD

*Art and Technology Academy [0159]*

Daina Anderson
714-374-9376

A **Data Collection/Assessments/Evaluation** *Best Practice*

At the end of each year we have a portfolio review.  Students are asked to submit 10 to 15 works of art for evaluation by faculty, business partners, parents and students.  We equally divide up teams to include a person from each group.  That team then is responsible for evaluating approximately 10 portfolios.   This is a truly rewarding experience for all involved.  The students have an opportunity to complete a professional portfolio and find pride in displaying their work.  The faculty and business partners rejoice in the success of their students, and it provides to a rare opportunity for all to come together to witness the fruits of their labor.

# **Fundraising**

## **California HS, Whittier UHSD**

*Hospitality House Academy [0023]*

Frances Garcia-Grindel
562-698-8121 x 3184

A **Fundraising** *Best Practice*

Hospitality House Academy plans an annual fundraiser, which is a sit down dinner and auction. This is a major fete that cannot be accomplished without the support of Cerritos College, Cypress College, the parents, business steering committee, and administration.  The dinner is planned and executed by the Hospitality House students.  It is a 4-course meal, which gives the students the opportunity to use their culinary, communication and socialization skills.

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## **Galt Joint Union HS, Galt Joint UHSD**

*Health Careers Academy [0069]*

David Simperman
209-745-3081

A **Fundraising** *Best Practice*

The Galt High School Health Careers Academy (HCA) in cooperation with the American Cancer Society sponsors the Relay for Life Event for the purpose of raising money for cancer research. The Relay for Life is the largest international fundraiser, which takes place over a 24-hour period and involves teams of participants.   Galt High School has been the site for this event for three years, which includes food, various entertainment, and lots of enthusiasm.  What sets us apart from other Relay for Life events is that we are one of only two student-run events in the nation. The junior HCA students are responsible for organizing the Relay for Life.  From start to finish these event organizers are involved, and they obtain knowledge in the area of organizational skills, discipline, working together, deadlines, and budgeting, just to name a few.  This year our school raised $27,000.00.

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# Monterey HS, Monterey Peninsula USD

*"SPARC" Academy [0119]*

Susan Nichols Walkup
831-649-1068 x254

A **Fundraising** *Best Practice*

Sports Professions and Recreation Careers Academy, SPARC, was able to establish a scholarship fund by organizing and initiating the first annual SPARC Golf Tournament in the spring 2001.  One of the Academy business partners and Advisory Board members made this possible by offering the use of one of his golf courses and by providing the necessary support services and training necessary for organizing the event.  Academy staff and parent volunteers met regularly throughout the year to make this event a reality and a success.  All money raised will be used to help SPARC Academy students continue their education after high school.

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# Nevada Union HS, Nevada Joint UHSD

*Telecommunication Academy [0127]*

Ken Ramirez
217-4431

A **Fundraising** *Best Practice*

We have been able to incorporate several fundraising activities to supplement our activity budget.  Chocolate sales bring in about $2000 and our soda and Blow Pop sales bring in about $300.  Our academy has also applied for, and received the Small Learning Communities and Vocational Perkins Grants, bringing in another $1500.

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# Internships

## California HS, Whittier UHSD

*Hospitality House Academy [0023]*

Frances Garcia-Grindel
562-698-8121 x 3184

A **Internships** *Best Practice*

A partnership that has been a winning situation is Hospitality House Academy and TRI CITIES ROP.  This connection has given the students opportunities in hospitality as they are able to job shadow at the junior level and perform their internships at senior level.  The students are able to experience different jobs with a food service setting in a hospital and the back of the house/front of the house jobs in a hotel.  The students job shadow and perform their internships at Presbyterian Hospital Sodexo Marriott Food Services and at either the Whittier Hilton or the Norwalk Marriott Hotel.  At the culmination of the internship the students are awarded certificates of competency for the jobs that they learned.

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## Davis (Grace M.) HS, Modesto City HSD

*Health Careers Academy [0076]*

Tamara Miller
209-576-4500

A **Internships** *Best Practice*

We continue with our "Dress for Success" practice on Monday's all students in the Academy wear attire that is appropriate for a job interview.  The guidelines are: no jeans, open-toe sandals or t-shirts.  Students wear businesslike clothing.  There is a three-point homework grade assigned to this practice.

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# East Bakersfield HS, Kern UHSD

*Health Careers Academy [0044]*

Dianna Anderson
661-872-5731

A **Internships** *Best Practice*

Our workplace learning component is outstanding.  Our freshmen introduction to medicine class has regular guest speakers and hospital tours.  Our sophomores take several field trips to Kern Medical Center, Kaiser Permanente and Mercy Hospital as well as hearing guest speakers.  During the second semester of the sophomore year, they spend one semester working at the D-wing information desk.  They will help patients find their way around the hospital.  This way we hope to teach good customer service skills.  All of the juniors go to Kern Medical Center, the Kern County Coroner's Office and the Kern County Health Department each week for unpaid internships.  Each junior works in two different departments during the course of the school year.  The seniors also work at unpaid internships at all three health care entities.  Their internships last all year.  Some of the job sites are:  The emergency room, triage, the microbiology lab, the cytology lab, the automated lab, bio-medical electronics, medical legal, the medicine clinic, pediatrics, Sagebrush pediatrics clinic, Sagebrush elder care, the surgical clinic, physical therapy, the orthopedic clinic, family practice, radiology, the psychiatric ward, the clinic at the Health Department, the Baby Track office and the coroner's office.  Within each of these departments, students work at an assortment of tasks and interact with a variety of medical professionals.

In our teacher internship program, we are beginning to draw teachers from academies all over California to a set of summer workshops paired with internships at Kern Medical Center.  The focus of the workshops is how to draw workplace experiences at the hospital into each teacher's content area classroom.  During the weeklong program, teachers learn about the curricular aspects of integrating workplace learning into their content classes in the morning.  In the afternoon, they work at internships at the hospital much like their students would do.  The teachers especially like the materials they get when they attend the program.   They also have time to write up an action plan and lesson plans to take home and implement the following fall.  Participants' evaluations have been overwhelmingly positive.  Frequently, teachers call during the following school year or visit us at conferences and share some of the strategies or lessons they've developed since the internship.  All of the teachers appreciate the insights they gain and developing a strong workplace learning component.

# Elizabeth Learning Center, Los Angeles USD

*Health Academy [0050]*

Lisa Crossley Kramer
323-560-8413

A **Internships** *Best Practice*

We are building a successful intern program with St. Francis Medical Center.  This is essentially the second year for the official intern program.  In 99-00 we had 12 students complete the Academy requirements and have an internship.  This year we had 32 students participate.  Our seniors complete internships during their winter intercession (Jan/Feb).  The first weeks of the new semester, we have them present their experiences to the Academy at an assembly, and we also use them and their stories for recruitment of new students into the Academy.  Several have gotten jobs from their contracts at St. Francis, and, as we are a small high school, word travels fast.  For the most part our students are Clinic Assistant and Transport Orderly interns, so they have many experiences to relate.  The hospital is extremely satisfied with the program. This all leads to a very desirable final Academy capstone.

# Encina HS, San Juan USD

*Business Academy [0053]*

Judith Ugstad
916-971-5408 x4802

A **Internships** *Best Practice*

Encina High School's Academy of Business Careers has a mentoring program for its Juniors.  Each junior is assigned a mentor.  The mentors are recruited from area Businesses, Rotary Clubs, Academies, etc.  Once a month the mentors come to our school to meet with their students.  All mentors and mentees meet together in the library for 1 1/2 hours.  Each month has a designated topic of conversation and consultation.  Students report out at the end of the time period.  It is a rewarding time for both mentors and mentees.  Not only do students make a business connection, but they also form a bond that may last for years.

# Florin HS, Elk Grove USD

*Business Education Technology Academy [0058]*

Stacy Monosso
916-689-4383

A **Internships** *Best Practice*

The BET Academy has done a good job working with our business partners to establish a good internship program.  One of our business partners is the Elk Grove Unified School District who have consistently used our students summer after summer and has become confident about the quality of skills the BET Academy students possess.  After eight years, the district office requests BET students any time they need a computer skilled part-time worker.  We also work closely with the ROP coordinator and have provided other business partners with highly qualified students.  In order to maintain high standards, we require the students to apply for internships, interview with our coordinator, and demonstrate their skills.  No skills, no placement.

# Hanford HS, Hanford Joint UHSD

*Community Service Partnership Academy [0080]*

Carol Smith
559-582-4407

A **Internships** *Best Practice*

Our internship program which we have set up for our seniors has worked very well over the past few years.  The seniors are all enrolled in a course called Senior Seminar.  This is a two period block which is offered during first and second period every day.  All seniors enrolled in the Partnership Academy must be enrolled in this block.  The students are with us the entire time between the first day of school and the second week of October.  During this time, they are doing their resumes, cover letters, interviewing skills, work place ethics and many other things that are related to their success in the business world.  Beginning the second week of October, they are placed in an internship in the area of their choosing.  They must go through an interview process and get "hired" by their internship supervisor.  After successfully being hired, the students then report to their internships three days a week from 8:00 am to 9:45 am.  The students are with us in class every Monday and Friday and at their internships every Tuesday, Wednesday, and Thursday.  They must keep a time card, activity journal and submit weekly reports to us.  Their internship advisor/supervisor gives them a 6-week evaluation which becomes the main part of their grade for the class.  This has been a very successful part of our academy and is one of our best practices.

# La Sierra HS, Alvord USD

*Health Careers Academy [0098]*

Rose C. Andrada
909-351-9235

A **Internships** *Best Practice*

Our clinical internship and preceptor program at Kaiser continues to grow and to be a major part of our Academy.  This year we had 37 continuing Academy students and 10 first year Academy students in successful internships at Kaiser Permanente Hospital.  This is an increase over the 23 that participated in the internships last year.  We believe that this is an extremely key integral part of our program.  Besides the exposure and experience the seniors receive, it is a great motivational recruitment tool for underclassmen.  The juniors job shadowing of the seniors and their preceptors continues to cause great excitement among the students.
Teacher/Administrators are able to job shadow along with the juniors.  We believe that his offers a very strong support system for students, teachers, and the program as a whole.

# Liberty HS, Liberty HSD

*Teaching and Learning Careers Academy [0433]*

Kandy Aldana
925-634-3521 x 5822

A **Internships** *Best Practice*

We have made connections with most of our local feeder schools and have academy students working as tutors and doing their internships at the grade levels of their choice.  One student will already be allowed to teach a class this week!  Our students are making wonderful connections with the students and are getting to know their mentor teachers.  Several academy students are working with the Alternative Education high school students as well.

# San Clemente HS, Capistrano USD

*Automotive Tech. Partnership Academy [0171]*

Gerry Strickland
949-489-7108

A **Internships** *Best Practice*

The Auto Tech Academy Internship Program at San Clemente High School is considered by many to be a model internship program in Orange County.  We believe that the internship is one of the most important elements of a successful partnership academy.  Last year, 60% of our interns were offered part-time jobs at the completion of their program.  We have all of the key elements needed to offer the students a successful internship experience.

      Full support from the Capistrano Unified School District
      Full support from San Clemente High School administration
      Full support from Capistrano-Laguna Beach ROP
      Trained and willing business partners and mentors
      Trained and supportive parents
      Trained and willing students
      Abundance of internships sites with plenty of work
      Experience and dedicated internship director

Our internship program is now in its third year.  The first year we spent in planning and the last two years in implementation.  In fact, we have captured the step-by-step process we used to develop and implement our program in a booklet we titled "How to Start An Internship Program":.  We are willing to share it with all who are interested.

# Sonora HS, Fullerton Joint UHSD

*Medical Careers Academy [0184]*

Bob Schoner
562-905-9804

A **Internships** *Best Practice*

Following completing of Medical Careers 1, students are invited to participate in our Summer Internship Program.  The Summer Internship runs for six-week program at Brea Community Hospital.  The students work 6 hours/day beginning at 8:00 am and ending at 2:00 pm.  Our Medical Careers Instructor coordinates and supervises the program on site.  Each student spends 2 weeks in each of the three departments of their choice.  These departments include:  Nursing, Pharmacy, Physical Therapy, Laboratory, Radiology, Respiratory Therapy, Occupational Therapy, Outpatient Services, Central Services and Medical Records.  There are class conference periods at the beginning and end of each day.  Department  Supervisors and assistants allow students to observe and ask questions about the functions of the departments.  Students perform basic tasks and skills when appropriately trained.  Student progress and competency is documented by the instructor.  This valuable program assists our students in clarifying their health career goals and provides practical hands-on school to work experience.

# __Mentoring__

## Canyon Springs HS, Moreno Valley USD

*Health Careers Academy [0025]*

Patricia Bartle
909-485-5707 x3170

A **Mentoring** *Best Practice*

The ROP Student Services Representative, (who works six hours daily out at the County Office of Education) is paid by the HCA at her county rate for two additional hours each day to serve as Secretary and Mentor Program Coordinator.  She recruits mentors, relying on her extensive network of contacts acquired through her years with ROP, and matches students with mentors so that each will be most likely to get maximum benefit from the experience.  She has developed packets of materials for mentors and students that guide them through their initial meeting TB tests, subsequent contacts, and Job Shadowing.  (Since 1998-99, she was able to arrange TB testing by the school nurse at our high school as a district in-kind match).

The Mentor Kick-Off Celebration, held on a fall evening at Riverside County Regional Medical Center, is an opportunity for mentors and students to break the ice over pizza, motivational speakers, and fun.

The Mentor Recognition Reception, held on a May afternoon at Riverside County Regional Medical Center as an "Ice-Cream Social," allows students and the Academy to thank the mentors for their involvement during the year.

A Job-Shadowing Exit Report requires students to thoroughly evaluate their mentoring experience.  As part of their Exit Report, each student must send a personal thank you note to their mentor and include a copy of the note in their Report.

Each student in the Mentor Program receives a white lab coat to wear when they Job Shadow.  This is greatly appreciated by both the student and people at the worksite.

# Chico HS, Chico USD

*Academy of Communication and Technology (ACT) [0440]*

Ron Pope
530-891-3037

A **Mentoring** *Best Practice*

In April of 2001, ACT staff met with Ellen Reay, Director of Volunteer Centers of California, to discuss our efforts and difficulties in developing a sustainable, effective mentor program.  She was extremely helpful.  With her guidance, we began to build a new program development plan.  Our ACT English and technology instructor was chosen to head the program and was provided with an extra prep period.  He worked throughout the summer (paid in part with Tech Prep Funds) building personal contracts with local businesses.  A program aide was hired.  This aide was given the primary task to assisting in the operation of the mentor program emphasizing the development and maintenance of communications with our mentees.  Sixty mentors have been recruited, fingerprinted, tested to TB, and will be trained later this month.  All ACT juniors have been matched with a mentor tied directly to an occupational field focus of their choice.

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# El Monte HS, El Monte UHSD

*Graphics & Printing Academy [0049]*

Paulette Hill
626-444-7701

A **Mentoring** *Best Practice*

We have been fortunate to have the mentors volunteers that we needed, but the students were very reluctant to make contact and the mentors couldn't decide what to do for them.  We had the mentors, students, and parents all meet on back-to school night (which really boosted our attendance) to be ready for the mentor to work with the student.  We set up six full days of job shadowing/internship with the mentors at their place of work. Students were required to dress appropriately to the job they were shadowing, and they had journals to complete.  The mentors were encouraged to find ways for the students to be useful in filing, or other tasks.  The El Monte Police Department volunteered to take many of our kids.  Students were on ride-alongs, drug-busts, in court, and many other exciting events.  At the end of the year, the mentors completed a job-performance review for the students.  Students had prepared job portfolios, that meet the criteria of the R.O.P. portfolios, and were able to have actual performance reviews, and a letter of recommendation from the mentors.  Mentors felt they were instrumental in providing the students with many valuable workplace skills, and the students learned many valuable skills.

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# Florin HS, Elk Grove USD

*Business Education Technology Academy [0058]*

Stacy Monosso
916-689-4383

A **Mentoring** *Best Practice*

The BET Academy has had a successful mentoring program for several years.  We managed to continually recruit new mentors while maintaining a majority of past mentors.   We require students to apply and recognize their serious commitment to their mentors.  We also plan three breakfasts on campus to ensure that students do meet with their mentors several times throughout the school year.  We also require a day or half day of job shadowing and provide mentors with a calendar of school holidays and minimum days.  We also invite the mentors to our academy socials and activities.  For some students and mentors, these are enough and are mutually beneficial and enjoyable.  For others, closer bond is formed and they do many things in addition such as meet more often for job shadowing, go shopping, visit university campuses, go to sporting events, etc.  All our mentors are fingerprinted and vehicle insurance forms are collected.

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# Independence HS, East Side UHSD

*Teaching Academy [0437]*

Jane Narveson
408-928-9500

A **Mentoring** *Best Practice*

The teaching Academy provides its students with a continuing mentor program throughout the three years that the students are in our Academy.   Sophomores, in teams of four, shadow an elementary school classroom for one day then return four times to teach standards-based lessons, using children's literature and appropriate standards for the various elementary school grade level.  Students are taught how to create lesson plans and how to incorporate specific standards with their lesson.

In the Junior year, students in pairs work in an elementary school classroom for about 90 minutes for approximately twenty weeks.  They work with the teacher to develop lesson plans based on their class' standards and the needs of the elementary school teacher.  Our students use literature and other hands on activities for the elementary children.  They are taught about lesson delivery and lesson construction.

# Independence HS, East Side UHSD

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In the Senior year, students are in the technical class, titled Teaching Practicum.  These students, after an intensive eight week program on unit development, student learning styles, and training in teaching literacy, are placed for four hours a week in either an elementary school classrooms, or a freshman or limited English class on campus.  Here the Senior Teaching Academy Practicum students are, in essence, "junior student teachers".  They provide tutoring, teach lessons, and help the teacher plan units.

We are proud of the fact that while many of our students do go on to become traditional classroom teachers, students in our program often opt to pursue other education-related careers, such as psychologists, counselors, social workers, and child care providers.  Some of our students go into completely unrelated fields, such as law, engineering, or medicine.  However, because of their experiences in the Teaching Academy, they are better communicators, good planners, and have a healthy respect for teachers and children.  Our Academy truly prepares students for whatever career choice our students make.  The strong academic program, combined with practical experience working with other students, has become a valuable tool for our students.

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# La Sierra HS, Alvord USD

*Eagle Academy of Ag & Environ. Sciences [0099]*

Jay Westover
909-351-9235

A **Mentoring** *Best Practice*

The Eagle Academy is especially excited about the new mentoring program. Each Academy teacher meets with 5 Academy students and a community mentor at lunch on a monthly basis to discuss the topics of education, careers, goal setting, time management, leadership, communication skills, and the attributes of successful people.  At each mentoring luncheon the same students and mentor meet to build a sense of trust.  Mentors are asked to discuss the topics from a personal perspective so that students can make a connection between school and careers.  The Eagle Academy also hosts an annual Career Fair, which draws approximately twenty-five community presenters. Academy students explore careers, colleges and universities, and make contacts for internships.

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# Milpitas HS, Milpitas USD

*Computer Applications Academy [0116]*

Rosemary Keith
408-945-2457

A **Mentoring** *Best Practice*

Each year, one of the Computer Academy teachers is responsible for raising additional funds that allow us to enrich our program with activities and supplies needed throughout the year. Currently, one of our sources of additional funding comes from the sale of Frito Lay snack products.  We have averaged in excess of $5,000 per year by selling chips, crackers, and cookies.  The proceeds are used for mentor activities, student functions, and Academy scholarships.  Each year we have been able to increase the amount of scholarships given to graduating Academy seniors.  In 2000-01 we awarded $2000 worth of scholarships.  We hope to meet our exceed the amount in 2001-02.

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# Milpitas HS, Milpitas USD

*Computer Applications Academy [0116]*

Rosemary Keith
408-945-2457

A **Mentoring** *Best Practice*

Our Academy mentor program continues to be a great success for students as well as mentors. Recruitment begins in July, with the match-up held in late October.  Since mentor support is key to a successful program, frequent contact and feedback is essential.  To keep up-to-date on all aspects of mentoring, the mentor coordinator is a member of the Silicon Valley Mentoring Coalition and California Mentor Initiative.

In addition to a monthly newsletter and "mentor of the month" awards, several opportunities for mentors to meet one another and share information are also provided.  "Brown Bag" lunches (for mentors only) provide opportunities for mentors to meet one another in a realized environment and discuss mentoring experiences.  Many mentors also use this time as an opportunity for professional networking.

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# Newport Harbor HS, Newport-Mesa USD

*DaVinci Science/Math Academy [0128]*

Scott Dukes
949-515-6328

A **Mentoring** *Best Practice*

In designing a mentor program to 16 year-old high school juniors, it became evident early on that success would depend on three things: that the mentors were reliable, that students would follow the plan and that there would be public recognition for the effort put forth by both mentors and students. To accomplish this, we decided to choose only adults known by the Da Vinci director, coordinator, or the high school principal. Students must get their parents' approval and are matched to mentors based on career interests.

 We have implemented a very closely monitored program. Students are required to meet with their mentors ten times through the school year and complete a written summary of each meeting by a specific date. One of the meetings must consist of a full day of job shadowing. Since completing the mentor program is a requirement of remaining in the academy, compliance is very high. Each October we have a "welcome luncheo" where all the students and mentors plus teachers and administrators get together to enjoy a meal and listen to a few anecdotal stories from the mentor/student couples from the previous year. This gives students and mentors alike a chance to learn what to expect. In June we meet again for a "thank you" luncheon at which time students and mentors share the highlights of their year together. At this time, which is a happy and sometimes tearful occasion, the mentors are invited to sign up for another year with a new student. Time and again we have heard students declare that the mentoring experience was the high point of their high school career.

# Oceanview HS, Huntington Beach UHSD

*Business Academy [0142]*

Roy Batelli
714-848-0656 x 257

A **Mentoring** *Best Practice*

Each year when it comes time to develop the Mentor Program we find that some of the year's previous mentors stay with us and some leave (for various reason).  Typically we keep about 1/3 of the previous year's mentors.  In order to exceed the number required for the current year (you always need to recruit more mentors than you need because of attrition at the last minute or during the program months) we do the following:

1. Create a letter that is included in the local Chamber of Commerce monthly newsletter (1000 members and we get the mailing labels from the Chamber).  The letter includes testimonials from Chamber members who have had great mentor experiences with our Academy.

2. We visit the local service organizations (Lion's, Rotary, Kiwanis) and get on their meeting agenda as the featured speaker.  They are always happy to have us explain our program.  We also take along some of our terrific kids.

3. We have "No Obligation Breakfast Meeting" approximately two weeks before the Mentor Program is scheduled to start.  Of course, the meeting is well-planned and we have almost 100% of attendees signing up to become mentors.

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# Venice HS, Los Angeles USD

*Venice New Media Academy [0194]*

John Kwan
310-306-7981

A **Mentoring** *Best Practice*

In order to improve our mentoring program, we developed a computer loan program.  Working with one of our partners, Creative Artist Agency, we took 20 donated computers, refurbished them and added a modem and loaned them to students in our mentoring program.  Students used the computers for word processing, email, and internet research.  The email mentoring was in addition to 4 academy sponsored interactions with their mentors at CAA.

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# Whittier HS, Whittier UHSD

*Cardinal Computer Academy [0200]*

Mrs. Janelle Reynolds
562-698-8121 x2160

A **Mentoring** *Best Practice*

Our mentor program is excellent.  The mentors are recruited by the Consultant from businesses and organizations in the local community.  As members of the Chamber of Commerce, we are able to use the membership directory to access specific occupations.  We are fortunate to have many repeat mentors each year.  In some cases, they recommend friends or co-workers who want to be involved in the program.

The Internship Program gets stronger each year. The process involves the student writing and sending a letter of application and resume, calling for an interview appointment, the interview, weekly journal, a thank you letter, and a report.

# Parent Involvement

## Diamond Bar HS, Walnut Valley USD

*Pathways Communications Academy [0043]*

Kim Cleveland
909-594-1405 x280

A **Parent Involvement** *Best Practice*

A career day has been held for the academy and the entire school for the past three years.  It started out very small and has grown to include 28 businesses.  The parent committee which meets once a month in the Project Director's classroom with the attendance of one of the staff members organized the career fair.  After the date is officially put on the school calendar, the parents, under the direction of our staff secretary, make contacts.  Booths are set up in our central quad area by the parents with the help of the custodians.  Shade canopies are provided from the City of Diamond Bar that are picked up and delivered by the parents.  Refreshments and water is brought and served to all of the participants by the parents from donations.  Music is also provided and entertainment is provided from the local colleges.

Academy students are required to talk to at least 10 different businesses at the fair.  Stamps are provided as well as sign-in sheets for each business.  The fair is attended only by the academy students and continues to be open for all students on the campus during lunch.  It has been a huge success and a great accomplishment for the parents.  Staff members participate in the fair with their students.

## Porterville HS, Porterville USD

*Home Ec. Related Occup. (HERO) Academy [0152]*

Gloria Reece
559-782-7220

A **Parent Involvement** *Best Practice*

One of our academy's best practices is to hold an end of year celebration dinner.  The purpose of this celebration is multi-faceted:  A thank you to all the parents and mentors, an awards ceremony for our current HERO students and a welcome for our new HEROES.  We have done this both years of our academy.

Last year we had a large Mardi Gras party.  We invited all the current HERO students, the parents of the HERO students, our students who are in next year's HERO class and their parents, our school administrators, and all our mentors.  We decorated in a Mardi Gras theme. The kids helped make posters for the event, and we provided masks and costume jewelry for all the people who came.  We had a trip-tip meal catered by our HERO students.  After the dinner we had an awards ceremony where we presented the best HERO awards (academic, most improved) and also awarded students for their community service.  Finally, we had a prize raffle at which we handed out about 100 prizes to each of the above mentioned groups.

# Ridgeview HS, Kern UHSD

*Information Technology Careers Academy [0163]*

Pam Davis
661-398-3100

A **Parent Involvement** *Best Practice*

In the cardinal partnership academy, we have many best practices.  However, for the sake of space, we feel that our graphic arts program is very exciting for several different reasons.  Our career/technical instructor has created a curriculum that is entirely paperless.  The lectures, activities, and assignments are all completed through a sophisticated network of computers.  He may interact directly with the students or he may, through his teacher workstation, watch and interact with each student as they complete their work.  Students have been developing their own personal websites.  Several of his students have been commissioned by local businesses to create web papers to serve as an internet access point for their organizations.  In addition, our students are learning video production and post-production skills.  They are constantly working on district and school level production for a plethora of purposes.  This program is a fine example of how the California Partnership Academies provide students with "real-world" skills that can lead to a solid employment future.

Our Academy program, for the 2001-2002 school year, is undergoing some significant and positive changes.  With the aid our progressive Principal, our staff has grown 40% and we have implemented new courses to provide positive academic and personal growth for our students.  These courses are designed to track our student's achievement and develop individualized strategies for student success.  We look forward to reporting the details of our progress in the future.

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# Ridgeview HS, Kern UHSD

*Information Technology Careers Academy [0163]*

Pam Davis
661-398-3100

A **Parent Involvement** *Best Practice*

We have found it beneficial to schedule an individual home visit with all incoming Academy students and their parents during the summer between their 9th & 10th grade years.  Though all parents have given their permission for their students to participate in the Academy, at this point,we find there are always questions about the program.  Parents appreciate being given the opportunity to ask questions and get a clearer view of the program as a whole.  This also allows us to speak candidly with parents about their student's individual needs.  We also go over the student's schedule for the coming year and identify potential problems, and we frequently make notations about issues that affect a student's four-year plan so the student's counselor can address them.  This has also been beneficial to help identfy parents who work in the same industry as our career focus and can therefore provide us resources for field trips internships, job shadowing experiences, etc.

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# Valley View HS, Moreno Valley USD

*Allied Health Academy [0192]*

Bianca Blua
909-485-5720

A **Parent Involvement** *Best Practice*

During the 2000/2001 school year the academy team decided we needed to get parents involved with academy activities.  We called parents directly and set up a parent meeting where parents signed up to coordinate various activities.  We discovered that parents are willing to be involved with the academy and to be in charge of activities such as fund raisers and award night.  This year we are mailing a letter to all of the parents asking for their participation (no matter how small) and utilizing the phone master to call everyone to remind them of upcoming meetings and activities.   The parent meetings are the last Wednesday of every-other-month from 7-8 p.m.  These meetings are action-based rather than informational-based.

# School-Site Support

## Milpitas HS, Milpitas USD

*Computer Applications Academy [0116]*

Rosemary Keith
408-945-2457

A **School-Site Support** *Best Practice*

A "new teacher lunch" hosted by the three Milpitas High Academies was held to introduce all new staff to the Academy programs.  In addition to meeting Academy teachers, new staff members were given information about the Academy concept, goals, and individual career paths.  This luncheon helped tremendously as a means of gaining the interest and positive support of new teachers.  It also encouraged new teachers to consider joining an Academy team if/when a need arises.

## San Lorenzo Valley HS, San Lorenzo Valley USD

*Watershed Academy [0415]*

Kelly Wade
831-335-4425

A **School-Site Support** *Best Practice*

Our most successful practice in the area of student support is Tutorial.  After we realized our students needed assistance taking science courses a year ahead of their peers, the question became how to best make the support available to our 9th and 10th graders.  We decided upon a once-a-week lunch workshop, which is mandatory.  Students bring their lunch and once a month we provide lunch.  The science teacher for that level coordinates the hour, but other academy teachers are available and often contribute a team building activity or specific study skill lesson.  We use this time to check in with students, inform them of upcoming events, coordinate calendars for projects due in academy courses, and for academic tutoring.  One instructor uses this time to check each student's grades online and conferences with students who aren't meeting the requirements.  We strive to make tutorial a time when students can interact with their teachers in a more relaxed atmosphere and get the academic assistance or emotional support they need.  After our first year of Tutorial, the students demanded that we continue it at the next grade level.  When surveyed, students said they wouldn't likely attend if it wasn't mandatory, but that they were glad we required it.  Students who achieve 95% attendance receive 1 unit of elective credit.  We value knowing that every week we check in with each student when we aren't responsible for a lesson, and we can sit at a table and talk with our partners in this endeavor we call Watershed Academy.

# Student Recruitment

## Florin HS, Elk Grove USD

*Business Education Technology Academy [0058]*

Stacy Monosso
916 689-4383

A **Student Recruitment** *Best Practice*

Every year, the BET Academy gets hundreds of applications for the 70 slots open in the following school year.  The steps we take are: 1.  All freshmen hear older BET students give a recruitment talk in one of their classes and pass out a preliminary application.  Those who fill out that application are invited to a power point slide show and more information given in the library by BET staff and students.  Next step, if students complete a form showing interest, is an evening parent information right in the little theater on campus that includes a presentation, a video (senior project by a team of former BET students), and a question and answer session.  If parents sign a form of interest, students are nearly guaranteed to get in.  Of course, the academy has to mirror Florin High with GPA, ethnicity and gender balance.

It is an arduous process, but worthwhile in that students get involved, practice their public speaking and professional presentation skills, and those recruited get really excited about joining the academy.

## Fresno HS, Fresno USD

*Marketing Academy [0068]*

Janet Sanchez
559-457-2807

A **Student Recruitment** *Best Practice*

Our recruitment process has been successful.  The Academy teachers recruit in each 9th grade English class in January shortly before their pre-registration forms are due to their counselors.  After a brief presentation, any interested students are asked to fill out a 1/2 page interest form.  If they qualify, they will be invited to a second meeting which provides more information.  At this point they are given an application to the Academy.  Once the applications are completed and turned in, the parents are invited to an informational meeting.  This process helps to inform all parties involved, as well as screen out any students who do not qualify for the Academy.

# Gardena HS, Los Angeles USD

*So. California Int'l Business Academy [0071]*

Paige Okada
310-354-9923

A **Student Recruitment** *Best Practice*

The Academy Coordinator and one student from each grade level travel to feeder middle schools. A Power Point presentation, created by students, is shown. Students articulate their experiences at the Academy. Students also go out into the audiences to answer questions and distribute flyers and applications. An 8th grade science or English Classes attend.

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# Mt. Diablo HS, Mt. Diablo USD

*International Hospitality & Tourism [0122]*

Roger W. Haserot
925-682-4030 x 3455

A **Student Recruitment** *Best Practice*

1. We use a whole team approach. Teachers work together to recruit students into the academy by getting the word out. The Administration also targets certain students. The Academy is asked to conside students that may be new to the school or at risk. Academy students recruit friends through their excitement about the program.

2. We have an application process. ALL academy students must complete an application, questionnaire, and parent survey. The application is reviewed by two or three teachers, students are interviewed wherein the program is explained. We get their understanding that there is academic work along with both the foods/restaurant and travel-tourism components.

3. Students and parents are asked to sign a contract setting forth expectations and goals.

4. We also have an addendum to the contract which is issued to students who have problems with behavior, attendance, or academics. Parents and students are required to sign this. These are issued after the Academy Team has discussed and adopted classroom strategies. If those don't work, the addendum is issued. Consequences include being dropped from the academy for not "shaping up".

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# Nevada Union HS, Nevada Joint UHSD

*Telecommunication Academy [0127]*

Ken Ramirez
217-273-4431

A **Student Recruitment** *Best Practice*

This year we started recruiting at the eighth grade.  Students came to an introductory session at the high school to learn about the Partnership Academy and were given a flyer to take home to their parents.  As a result, 30 entering freshmen will be taking a class that will feed into the sophomore year sciences that we offer, allowing the students to enter into the partnership academy.  Next year we are hoping to offer another class at the freshman level.

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# Oakland HS, Oakland USD

*Environmental Science Academy [0137]*

Katherine M. Noonan
510-879-3040 x333

A **Student Recruitment** *Best Practice*

We maximize Academy visibility throughout the year by contributing photos and student written articles to the student newspaper.  Academy events are announced in the daily bulletin read to all students.  During the recruitment period, our junior and senior students make visits to freshman classrooms with a slide show of the academy program.  They collect names and telephone numbers for follow-up, as well as distributing applications and contracts.  Phone contacts are made sometimes more than once so that Co-Directors can talk one-on-one with students and parents.  Finally, accepted students for the next year are invited on a motivational rafting or camping trip during the summer before they enter the formal program.

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# Palm Springs HS, Palm Springs USD

*Money, Marketing & Manag. Acad. [0144]*

Diane Ayala
760-778-0400

A **Student Recruitment** *Best Practice*

The MMM Academy English students (11th and 12th grade), the business leadership students, and the computer multimedia/graphics students write, design, incorporate digital pictures and animation, color print and copy a quarterly newsletter covering the Academy's activities, special events and student achievements.  This newsletter is distributed to all administrators, counselors and teachers.  The multimedia students mail the newsletters home to 9th grade parents with recruitment letters and informational forms using Word mail-merge.  This has greatly increased staff and parent awareness of the Academy and assisted with 9th grade recruitment.

# Student Support

## Live Oak HS, Morgan Hill USD

*Computer/Business Academy [0104]*

Steve Harrington
408-201-6100

A **Student Support** *Best Practice*

One of the teachers in the Computer Business Academy has a release period for attendance purposes.  Every day, she checks the attendance for all of the classes for every student in the Academy.  For each student with an unexcused absence for that day, a phone call is made home to the parents to question the absence.  If it is an unexcused absence, they are then informed of how to excuse the absence through the attendance office.  If It is a "cut" for a particular class or the entire day, or a tardy for  another class, the parent is now informed of the situation and can follow-up with the child.  Students in the Academy know that their parents/guardians will be informed of tardies and absences.  As a result, they make sure they clear all excused absences immediately.  Also the number of truancies is less in comparison to the students not enrolled in the program.

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## River City HS, Washington USD

*Engineering, Science & Tech. Academy [0165]*

Ron Pina
916-375-7808

A **Student Support** *Best Practice*

A Gauntlet is provided for students with problems.  During a Gauntlet all Academy staff are present.  Problems are discussed and solutions are formulated and this process has been very successful.  Students may not be having problems with all staff, which provides them with positive support.

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# Roosevelt HS, Fresno USD

*University Medical Center/Health Academy [0446]*

Gary Sellers
559-253-5200

A **Student Support** *Best Practice*

To help with the Academy's activities and events and promote our image on campus and in the community, we have five student work groups made up of all three grade-level Academy students. These groups consist of Newsletter, Web Page, Yearbook, Fundraising and Parent Contract. All Academy students are asked to sign up for one of these groups and attend regular after school meetings. Participation in these groups is used to determine eligibility (along with GPA) for Academy field trips and rewards. We have found it to be the best way for different grade level kids to get to know each other. Our Seniors usually start off leading these groups, but by 2nd semester the Juniors are ready to take over.

# San Clemente HS, Capistrano USD

*Automotive Tech. Partnership Academy [0171]*

Gerry Strickland
949-489-7108

A **Student Support** *Best Practice*

One motivational strategy we are using to help increase student achievement is the implementation of an "Auto Tech Partnership Academy Jacket". This jacket is a high quality, suede leather jacket with the academy logo on the back, and the schools' initials, the students' name, and their graduating year stitched on the front. That jacket must be earned with the students' academic performance. Our jacket academic requirements are 1) the student must attain at least a 2.0 GPA, 2) stay on track for graduation (140 credits minimum at the start of the second semester of their junior year); 3) receive no "F's" since entering the academy; and 4) maintain a 90% cumulative full-day attendance record. These very expensive ($150.00) jackets are 100% financed through contributions from our local business partners [we have an adopt-a-student program], foundation grants, parents, and fund-raisers.

Another motivational strategy we use is our "Auto Academy Graduation Medallion". This medallion is customized with our academy logo and the words "Auto Tech Partnership Academy" and "San Clemente High School" in raised gold lettering on the circumference. It is also engraved on the back with the students' name and graduation date. The medallion is presented to every senior who completes all of the following academy requirements: 1) a minimum 2.0 gpa; 2) 90% cumulative full-day attendance, 3) graduates on-time; 4) no "F" grades; and 5) completes a job shadowing and internship experience. The award is presented to all deserving seniors on two separate occasions. First, it is presented at the all-school Senior Awards Ceremony and secondly, it is presented at the Academy Awards Ceremony. All students receiving the academy medallion have earned the right to wear it at their graduation exercise with full Capistrano Unified School District approval.

# Student Support Systems

## Belmont HS, Los Angeles USD

*Belmont Academy of Multimedia [0455]*

Fred Prinz
213-250-0244

A **Student Support Systems** *Best Practice*

Tutoring Program

Grades are captured at the end of each 4-week reporting period, and grade reports are compiled for each grade.  The grade reports are circulated among the members of the Academy team.  Those students who receive 'D' or 'F' grades are given a letter to take home to their parents.  This letter informs the parent about the tutoring policy and asks the parent's permission for the son or daughter to attend tutoring sessions.  The tutoring sessions are held for one hour before school, five days a week, and after school for the same period, four days a week.  Students sign in on special Academy sheets.  The sheets are collected at the beginning of the following week and a tutoring attendance report is posted in all Academy teachers' boxes.

Those students who receive no 'D', 'F', or 'U' grades have their names displayed on an Achievement List posted in the main hallway.  A copy of this list is posted in each Academy classroom.  These students receive a recognition award.

## Carlmont HS, Sequoia UHSD

*Business Technology Academy [0027]*

Vera Jacobson
650-595-0210 x 8618

A **Student Support Systems** *Best Practice*

THE CODE
Last year our team collaboratively developed The Academy Code --"Be Respectful, Be Proactive, Have Integrity" which we all displayed in our individual classrooms.  We were able to use this code both in our individual academic instruction as well as in classroom management issues.

When a student broke a rule, became problematic in the classroom, or stopped doing their work we were able to draw upon the code both as a reminder and a motivator of our educational philosophy.  Our Academy is a special place to learn as well as a privilege to be a part of.  Our Code kept the students mindful of this excellent, privileged program and served as a visual and philosophical tenet of instruction and meaning.  Our Academy Code has also helped the team develop team spirit, camaraderie and unity so necessary when effectively working with our specific student population.

# Castlemont HS, Oakland USD

*Fashion Academy [0031]*

Brenda Barnes
510-879-3010 x 326

A **Student Support Systems** *Best Practice*

Our Academy best practice was our year-end awards program.  This program included outgoing seniors, sophomores and juniors, incoming sophomores (freshmen), academy faculty and staff, business partners, and parents.  Upper classmen presented a fashion show of garments constructed in lab classes.  This allowed students, parents, staff, and business partners to see some academy outcomes first-hand.  Freshmen, especially, had an opportunity to see some of the things they would experience in the future.  Sophomores and juniors got to meet and bond with incoming freshmen.  Seniors received recognition for their participation in all aspects of the academy program and were able to share their experiences with lower classmen.  Business partners were able to see how all the pieces fit together.  What began as a simple awards program ended as an extravaganza.  The program served the following purposes:

a. This was our first opportunity to welcome into the fold, our incoming sophomores soon after they were selected.
b. This was a bon voyage party for the graduating academy seniors.
c. It was a time to present awards and certificates to academy students, faculty, staff and business partners, for work well done during the school year.
d. It was an opportunity to showcase academy student projects through a small fashion show and display.
e. It was a great family celebration for all to come together with pride, joy and excitement.

We decorated the school library with a fashion show runway, party tables, welcome and bon voyage banners, and other festive ambiance.  This was the first time we had shared such occasion with the newest members to be.  As the ninth graders felt pride in being with us, we also felt a special pride, kinship and a connection of hello and good bye as we lifted up our newest and our eldest members together.  This was the first of a new tradition!

# Concord HS, Mt. Diablo USD

*Communications and Human Services (CHS) Academy [0037]*

Corinne Christiansen
925-687-2030 x 3355

A **Student Support Systems** *Best Practice*

In order to start our new year off strong, we brought in the local Marines.  Together, Academy and Marine staff planned team building days that would teach and challenge our students.  The morning began in a local park learning first aid and outdoor safety.  The Marines then organized our "recruits" into teams and put them through a series of trials that challenged their team building skills and their physical strength.  Students who had begun the day complaining quickly joined in and had a great time beating the marines in a world class game of Tug-o-War.  The day ended with an all-you-can-eat subway sandwich lunch, and an  awards ceremony.

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# Florin HS, Elk Grove USD

*Business Education Technology Academy [0058]*

Stacy Monosso
916-689-4383

A **Student Support Systems** *Best Practice*

The BET Academy does a good job supporting students by taking personal interest in each student, providing socials and other activities to get them involved and also by closely monitoring their academic performance.  Each year, every BET student's schedule is reviewed by the staff to make sure she/he is placed in the correct classes and is keeping up with his/her technology requirements.  Also, each quarter, each student's grades are reviewed.  If anyone has slipped below the minimum 2.0 GPA requirement, a special meeting is held that includes staff members and the student to discuss what the problems are and to set goals for improvement.  Academic probation is taken seriously and followed through thoroughly.

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# La Mirada HS, Norwalk-La Mirada USD

*Education Academy (APPLE) [0432]*

Vanessa Landesfeind
562-868-0431 x3371

A **Student Support Systems** *Best Practice*

At the end of the year our team of teachers meets with each academy student to give him or her an informal evaluation.  Students are told both orally and in writing what each teacher thinks are strengths and opportunities for the student.  After overcoming their initial fear of meeting with the teachers as a group, the students responded extremely positively.  We were even able to save a few students who were considering leaving the program.

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# McClymonds Senior HS, Oakland USD

*Law & Government Technology Academy [0115]*

Rachelle DiStefano, Ed.D.
510-526-7676

A **Student Support Systems** *Best Practice*

The Law & Government Academy's Expanded Approach to Intervention:
It's 4-Tier Intervention Model

Tier I    Attendance, Academic Underachievement, Behavior
Tier II   Enrichment, Service Learning, Employment Development, College/Scholarship
Tier III   Post High School Support--Staying in College (In development)
Tier IV  Meaningful Organization of Data to Invite Analysis

Our model includes the traditional elements of intervention which we refer to as "Tier 1" activities such as conferences with students, parents, administrators, and support staff, support from outside resources, tutoring, Saturday school, student contracts, daily monitoring of student performance and behavior, summer school, parent training, and parent support groups.  This academy's efforts have been supplemented by the host school's Study Study Team Project (SST).  If the academy co-directors determine that its efforts are not having the necessary effect on a student or on parenting efforts, a referral is made to the SST coordinator.  The SST coordinator schedules meeting(s) with the student and parent with an administrator, school psychologist, and social service professionals to develop a viable plan and identify what is necessary services to help the student and his or her family.

What we call "Tier II" intervention and activities are equally as important as the traditional approach to intervention described for Tier 1.  Originally Tier II was specifically the service learning experiencial learning, and work-place learning activities and projects designed experiences, to provide exposure to another reality outside their school and immediate neighborhoods.  Some prefer to characterize these activities as prevention.  We in the law Academy see it as an amalgamation of both intervention and prevention.  Students who are not meeting academy academic and behavior expectations have to earn the right to participate in these activities by demonstrating academic improvement and good attendance.  The activities and projects have the desired effect of exposing students to another reality that they appreciate and hence serves as both a carrot to improve behavior in order to continue their participation as well as prevention.  [continued next page]

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# McClymonds Senior HS, Oakland USD

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Tier II was expanded to include specific steps required of each student to earn credit in their English and academy lab classes that would result in acceptance to a two or four-year college with a financial aid package in place by their senior year as an Academy student.  This component was modeled after the specific assistance that several teachers with children in college provide their own teenagers in their transition from high school to college.  In short, lack of active parental involvement in a student's transition to college would not be an obstacle for our students who wanted to go to college.

The Academy found the resources to compensate for what the parents of our students weren't able to provide.  This includes concrete assistance in the actual steps to get accepted by a college and secure a financial aid or scholarship package to wit, application to take SAT prep classes, money to take the SAT prep, money to take the SAT test at least twice during high school, hands-on assistance in completing applications for college, hands-on assistance in  applying for financial aid, hands-on assistance in researching and applying for scholarships,  assistance with related essays, reminding students of deadlines, cajoling students to get the paperwork in on time, driving students to tests and to scholarship contests, providing postage, and accompanying students to scholarship award dinners. It also includes research into programs available at local colleges and universities for our students with disabilities or special education needs.  It includes advocacy for our students such as battling bureaucracy for re-consideration when a college application is rejected, financial aid papers are lost, a student's scholarship.  In short, all the things that many middle and upper class parents do for their own children, we would do for our own students with much the same passion, frustration, and heartache that these parents experience.  We feel that his effort has been key to the hundreds of thousands of dollars in scholarships and financial aid awarded to our law Academy Graduating Classes of 1999, 2000,and 2001.

Tier III entered its planning stage during the 1999-2000 academic year in response to conclusions drawn from research we had conducted on a group of six academy male students who were near graduation when the research began.  We realized that we had become quite effective at getting our students into college if we could get our students to their senior year.  However, college retention has been a huge problem.  Hence Tier III, which we began to implement in the 2000-2001 academic year, is intended to improve retention rates for our students.

Finally, Tier IV focuses on the systematic collection and summary of documentation in a manner that can be inputted into a data base program and meaningfully organized specifically for the purpose of providing a basis for consequential analysis.

Tier IV evolved quite naturally from research we had previously conducted.  It addresses several problems with Oakland's current intervention approach which is particularly troublesome for academies such as those at McClymonds that are under-enrolled and serve a higher percentage of Oakland's low-performing students.  The first problem, as discussed above, is that the traditional approach focuses on data collection for the purposes of deflecting criticism for student failure. Secondly, the traditional approach does not produce documentation organized in a manner that could serve any useful purpose that would directly benefit students.  Thirdly, the burden of documenting the plethora of intervention activities and collecting such documentation falls on certificated teachers and program coordinators, is extremely time-consuming, and not cost-effective considering the fact that no value accrues directly to the students.  Certificated staff time needs to be valued and reserved directly for serving the needs of students!  Finally, it bears repeating that the end product should provide the foundation for informed decisions as to how we might better serve our students, address program weaknesses, and build upon program strengths.

# Polytechnic HS, Long Beach USD

*Pacific Rim Business Academy [0107]*

A **Student Support Systems** *Best Practice*

One of our best practices is the use of ABP points in all of our classes.   Students are given credit in all classes for Attendance/Behavior/Participation.  This focus on these areas has improved both student attendance as well as behavior and participation throughout the academy.

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# Redlands HS, Redlands USD

*HEART Academy [0156]*

Laura Brundige
909-307-5500 x352

A **Student Support Systems** *Best Practice*

HEART Academy teachers meet as a group with each individual Academy student at least once each year to discuss the student's attitude, attendance, academic performance, social skills, and motivation.  The student receives written comments from each of his/her teachers on an NCR form.  This form includes space for the student to respond in writing.  Parents receive a copy when appropriate.

We have found that this practice had a huge impact on our students.  They were pleased and proud that we cared enough to take the time to talk with them individually.  Almost all of those who needed to improve in any of the areas discussed showed genuine concern and responded right away with a more focused effort to meet our expectations.

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# San Clemente HS, Capistrano USD

*Automotive Tech. Partnership Academy [0171]*

Gerry Strickland
949-489-7108

A **Student Support Systems** *Best Practice*

The best support system we have in our academy is our full time Academy Assistant.  This individual provides the continuity every academy deserves.  She actually does all of the daily tasks that have to be done, but as a teacher you never seem to have enough time to do.  Her presence allows teachers to teach, parents to parent, administrators to administer, and students to learn without the academy distracting from the process.  She is a former school board member, and a past president of a local PTA.  She has worked in the school districts' office of career preparation for many years and is expert in how to accomplish every task and stay within the guidelines of the local, county and state educational mandates.  The knowledge and skills she brings to the job, along with her loving and caring attitude for the students is invaluable.  She is an immeasurable asset to our academy, and we would highly recommend that every academy search diligently to find such a person.

# Santa Paula HS, Santa Paula UHSD

*Agriculture-Science Magnet Academy [0177]*

Ray Sepulveda
805-525-4406 X 293

A **Student Support Systems** *Best Practice*

A rigorous hands on applied curriculum that meets all CSU and UC admission requirements: Academy students are required to fill out a college application in their senior year and mail before the deadline.  A counselor monitors their curriculum to insure they are on target for graduation with all of their A-G college requirements.  If a student is lacking a requirement, that student is required to take a summer class at the community college if the high school does not offer it during the summer.

# Valley View HS, Moreno Valley USD

*Allied Health Academy [0192]*

Bianca Blua
909-485-5600 x3581

A **Student Support Systems** *Best Practice*

The academy team has several student support systems.  When asked about the positive aspects of the academy, the students note that they have input and the teachers listen to them.  The forum that allows student input is the Monday morning class meetings.  Every grade level has two student representatives who attend the advisory committee meeting and report back to the remainder of the students.  The students receive academic support from the teachers.  We have tutoring (peer and teacher) and study hall every Tuesday during 1st and 2nd lunch.  Each teacher is also available every day during lunch or after school.  This is also the time seniors come in to get help filling out scholarships and college applications.  We also  have a writing lab and a math lab available on campus .  The students who drop below a 2.0 g.p.a. or have attendance problems are put on probation.  While on probation, study hall is mandatory.  They know that if they do not improve they will be discharged from the academy.  By attending a 3-day field trip in the Mojave Desert during their sophomore year, students get to know each other.  This fosters support and trust in and out of the classroom.

# Other

## California HS, Whittier UHSD

*Health Academy [0494]*

Shellie Jones
562-698-8121 x3321

An **Other:  Community Service** *Best Practice*

Among our best practices is the involvement of students, parents, and faculty in the annual "Relay for Life".  This is a twenty-four hour event that is sponsored by the academy and by the American Cancer Society (ACS).  Students help plan, promote, and participate in the event.  The focus of the;"Relay" is to raise money for cancer awareness and research.  Students are involved in every aspect of the event, from the choosing of the date, to going to ACS meetings, to cleaning up the field  after the event.  Not only does this involve the community and various facets of the academy, it also provides needed funding for cancer research.  One added bonus of the event is that students walk away feeling as if they matter, as if they have made a difference in someone else's life.

## Watsonville HS, Pajaro Valley USD

*Health Careers Academy [0498]*

John Speyer
831-728-6390 x708

An **Other:  Scheduling** *Best Practice*

Block Schedule
We teach at a school that is still on a traditional six-period day.  Because our classes are grouped together and all students are only in academy classes in those four periods, we were able to establish a block schedule in those four periods.  Monday is a regular day; Tuesdays and Thursday we see our 3rd period students for two hours; and Wednesdays and Fridays we see our 4th period students for two hours.  This has helped us to be able to work on projects, do more complete lessons, and develop a stronger community.

# Chico HS, Chico USD

*Academy of Communication and Technology (ACT) [0440]*

Ron Pope
530-891-3037

An **Other:  Service Learning** *Best Practice*

ACT has incorporated Service Learning components in all grade levels of our program.  These activities and projects are providing more meaningful educational experiences to our students and stronger ties to our community.  ACT 9th graders work with 6th graders, teaching computer presentation skills.  ACT sophomores are creating a multimedia presentation that will be used at local elementary school assemblies to promote the acceptance and appreciation of diversity.  ACT juniors interview US veterans and publish their stories both in book form and on the internet.  ACT seniors take-on individual service learning projects of their choice and have the option to take a new service learning course taught by an ACT instructor.  Students are beginning to see that they can have a positive impact on the world.  ACT students have shared  their Service Learning experiences with teachers and administrators at local and statewide conferences and have been invited to present at the national Service Learning Conference in Seattle later this year.  Their presentation will also be included as part of a larger academy presentation at the California Career Pathways Consortia Conference in Anaheim this coming February.

# Florin HS, Elk Grove USD

*Agricultural Technology Academy [0509]*

Sheila Folan
916-689-8600

An **Other:  Service Learning** *Best Practice*

Students involved in the agriculture technology academy have numerous opportunities to be involved in community service activities and service learning projects and programs.  One such event is Florin Agriculture Technology Academy's "Florifair".  This daylong event, which occurs during spring break,  brings together academy members and third grade students from throughout the school district.  The academy students serve as teachers for the day within the field of agriculture.  They present topics and displays ranging from agriculture to livestock production to environmental horticulture.  Their audience includes one thousand students, their teachers and community members.  It is a tremendous learning activity for all involved members, presenters and guests!

# Venice HS, Los Angeles USD

*Bilingual Business & Finance Academy [0193]*

Mary Hopper
310-306-7981

A **Other:  Student Motivation** *Best Practice*

Several interested seniors organized a group of students from grades 10-12 that would serve as yearbook representatives to gather photos and information that could be collected into an academy yearbook.  This group of representatives met on a weekly basis during the course of the school year beginning sometime in October.

The students pursued several different ideas in terms of how this might be accomplished, including a commercial yearbook company.  As the year went by, it become clear the students could not meet the deadlines of a commercial company, but they went ahead with determination to produce some memorializing of the year that would belong to the students of the Bilingual Business and Finance Academy (BBFA).

 The senior class had the most vested interest in accomplishing this goal and were determined to make the yearbook dream a reality.  They organized picture taking of all BBFA students as well at the staff.  They  recruited a small group of helpers who assisted them in collecting the photos, identifying the students in the photos, assembling the proof sheets and seting up the layouts.  This also gave them access to picture taking when the yearbook did their scheduled photos.

The students sent out flyers soliciting faculty support for their project with the sale of ads.  While the response was not overwhelming, this did help to defray some of the cost incurred for photos developing and printing.

The success of this project was due in large part to the perseverance and unflagging determination of one student who refused to be deterred from this goal of completing a BBFA yearbook.

# Coachella Valley HS, Coachella Valley USD

*Health Careers Academy [0034]*

Tari Gibson
760-399-4425

An **Other:  Community Service** *Best Practice*

Mrs. Tari Gibson started a Red Cross Youth Club Chapter on the Coachella Valley High School campus.  It has become very active club.  The members in good standing volunteer time to serve at Red Cross activities hosted on the weekends throughout the valley.  All members are encouraged to get additional Red Cross certification, at no cost to the academy or the students, in return for the volunteer hours.  The club has approximately 80 members, 50 or so whom are very active.  The support from the Riverside County Red Cross has been very consistent and encouraging.  Most of the active members hold approximately 10 certifications from the Red Cross.  This has been an excellent way to help the community, help themselves, and help the school.  The quality and quantity of adult mentors that these students have met has an exceptionally life-changing impact on the students.

# Milpitas HS, Milpitas USD

*Computer Applications Academy [0116]*

Rosemary Keith
408-945-2457

A **Other:  Community Service** *Best Practice*

Our Academy offers the students several opportunities for community service.  Due to the close proximity of an elementary school to our high school and the increased interest in improving reading scores, our students initiated an early childhood reading program.  Students met with the elementary principal and teachers and helped set up the program.  Once a week from January through May, 12th graders with a free period volunteered in elementary classrooms to work with students who were having difficulty reading.  This worked especially well for ELD students, since many of our Academy students spoke their language and could translate.  At the end of the school year, many Academy students said that this was the "best experience they ever had" and a few even changed their intended career paths and decided to pursue teaching instead.

# Porterville HS, Porterville USD

*Home Ec. Related Occup. (HERO) Academy [0152]*

Gloria Reece
559-782-7220

A **Other:  Community Service** *Best Practice*

The HERO Academy (Home Economics Related Occupational) of Porterville High School recently constructed Policeman and Policewomen dolls to be given to the Police Department for distribution to children.  The project was part of a unit on Self-Concept and Self-Esteem in which students learned that one way to boost self-esteem is to do something for others.  A high level of creativity was demonstrated through the student's unique design of hair styles and facial expressions.  We even named some of the dolls that resembled officers we knew.  One of the male students made an undercover cop complete with dreadlocks, jeans and a "hidden badge".

When we completed the project, we invited police officers to the school for a presentation.  The dolls were placed in a basket with black and white ribbon tied around the handle.  For the presentation, one of the students explained the project to the officers while another student presented them with the basket full of dolls.  Then they presented each doll that had been named.  The officers smiled, laughed and were extremely excited about the project. They said that they usually give stuffed animals to children that are afraid or had been abused.  They indicated that the children would be really happy to receive these dolls.  Although it was difficult for the students to give up the dolls, it was worthwhile and made them feel good about their efforts.

# Elizabeth Learning Center, Los Angeles USD

*Health Academy [0050]*

Lisa Crossley Kramer
323-562-0175

A **Other:  Job Shadowing** *Best Practice*

Our mentor program was one of the first programs implemented in the academy.  But it is the one that has changed the most.  Our mentor program is changed just so slightly each year in an attempt to make it more meaningful to the student and less time invasive to the mentor.  This year we re-titled it to job shadowing, which is really what it is and we saw increased interest from the work sites.  Students visit the job sites during school hours for three full days in the spring.  This year Academy staff was on-site with the students.  This improved communication between the school and the sites. Every one felt more comfortable about the program.  The teacher had a central location, checked on the students twice during the day, and usually ate lunch with them.  The mentor, if needed, was able to talk to someone immediately and had a sense of support.

# San Juan HS, San Juan USD

*Culinary Arts Tech Prep Academy [0172]*

Sandi Coulter
916-971-5176

A **Other:  Job Shadowing** *Best Practice*

Academy students had several opportunities to job shadow in the industry this part year. Students participated in National Job Shadow Day at the Hyatt Hotel.  Students were divided into three teams.  Each team worked with a team of chef's to learn about the different kitchen stations including butcher, garde manger and bakery.  The groups rotated so that each student was able to participate at each station.  The hotel general manager and human relation's manager also explained to students what type of employees the Hyatt was looking for and how to apply for a position.  Students also spent a night at Buca di Beppo's.  Students were paired up one on one with an employee to work for one evening.  Students could choose front or back of the house. These real life activities help to excite and motivate the Culinary Academy students to achieve more in class and to pursue a postsecondary education in Culinary Arts.

# Acknowledgements

"No one is ever given a dream without the ability to achieve it"

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